

**S R A** Individualized  
Reading Skills  
Program

YELLOW

**INDIVIDUALIZED READING SKILLS PROGRAM**

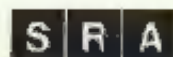




# Individualized Reading Skills Program

YELLOW

Editor-in-Chief  
Leonard A. Code



Science Research Associates (Canada) Limited

**EDITORS**

Ellen Thibaudau  
Kathleen M. Repka

**CONTRIBUTING EDITOR**

Carman W. Cantelon

**ASSISTANT EDITORS**

Sylvia E. Hill  
Elma M. Schemenauer

**READING CONSULTANT**

Jean Swanson

**WRITERS**

Judith Lawrence  
Elma M. Schemenauer  
Max Braithwaite  
Leonard A. Code  
Jack McCartney

**ARTISTS**

Ruth Bagshaw  
Alan K. Daniel  
J. Merle Smith

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## PRACTICE EXERCISE

A. This program is intended for learning and not testing. You should have success with most of your questions and learn from any mistakes that you make. Making steady and, later, more rapid progress is worth while because it shows good work habits. Shortcuts or great speed are sometimes unwise.

B. In this *Practice Exercise* you will find:

1. Directions and explanations about reading the story and about doing the exercises;
2. A story, *Timber Wolves*;
3. Exercises entitled *Thinking about the Story* and *Thinking about the Words*;
4. An Answer Key to use for marking.

C. Directions

1. Read all the following material before you read the story.
2. When you have read this introduction, read *Timber Wolves*.

3. Read again the directions for the exercises in *Thinking about the Story* and *Thinking about the Words*.

4. Complete the ten questions on *Thinking about the Story* and the twenty questions on *Thinking about the Words*. If you are puzzled when you are working out an answer, refer back to Section D or Section E below.

5. Mark your work using the Answer Key on page 14.

6. Check carefully all incorrect answers.

D. Thinking about the Story

1. On your first reading of the story, try to see the author's purpose. Look for the main point of the story and some of the facts that bring out the main point.
2. Notice that the paragraphs of the story are numbered. In your exercises you will be asked to look for answers in certain paragraphs, by number.

3. In some stories the first question, the last question, or the last two questions are about the story as a whole.
4. Most of the questions follow the order of events in the story. You start at the beginning of the story and work through to the end.
5. Usually it is not possible to answer correctly unless you read the question carefully and read the proper part of the story carefully.
6. Don't be hasty. Read *all* the possible responses. Check in the story to be sure that you have the proper information. Choose your response. Write A, B, or C on your Answer Sheet.
7. Be especially careful where the possible responses include "Both A and B" or "Neither A nor B". If you are hasty you may choose A when "Both A and B" is the correct response.

#### E. Thinking about the Words

1. Twenty answers are required. The answer to most questions is a word, but sometimes a letter is the answer.
2. The number following a word or group of words is the number of the paragraph in the story. For example, the word *drifted* (2) means that this word may be found in paragraph 2 of the story. Its meaning can be studied from

the context clues provided by the words near it.

3. There are usually four sections in your word study exercises. Each section starts with an explanation and directions. The exercise follows. It is necessary to read the explanation and the directions carefully.

#### F. Correcting Your Exercises

1. You can learn from your mistakes. If you were hasty, you can see the need of reading carefully. If your idea about the meaning of a word was incorrect, you can add to your vocabulary by learning the correct meaning. You may wish to follow up by referring to your dictionary.
2. The objective of this program is to learn. You are not trying a test, nor are you aiming at speed for the sake of speed. You should try, by careful work, to have success on as many answers as possible, and you should learn from your mistakes. It is important that all mistakes be studied.
3. Until you are familiar with the exercises, you may follow a wrong course and make a number of mistakes. When you are certain about the proper approach, your work may improve rapidly.



## TIMBER WOLVES

- 1 Timber wolves no longer roam the forests of North America as they did years ago. Many of them have been either frightened away, or killed because they preyed on farm animals. But the Rocky Mountains and the woods of Canada still shelter some of the grey wolves. Today they are being studied by Government men
- 2 One group that studies timber wolves is employed by the Ontario Department of Lands and Forests. These men want to find out how many wolves there are in the northern part of their province. They are also interested in learning where and how wolves live.
- 3 The study carried out by this group is called predator research. A predator is an animal that preys upon other animals. Because they kill and eat other animals, wolves are predators.
- 4 Through their research, the men of the Department have learned some surprising facts. For example, there is no record that anyone in Ontario has ever been killed, or even bitten, by a healthy wolf. If a wolf has rabies, then it will bite. But so will a rabid squirrel or fox, or even a rabid mouse.
- 5 Wolves can be, in fact, very friendly with people. The wildlife research station in Algonquin Park has a pen for timber wolves. The men often go into the pen and pat the animals. The wolves wag their tails and pant; they jump up to be petted just as dogs do.
- Timber wolves in pens help the research men in an interesting way. When the men howl at them, the wolves howl back. The howls of the wolves are recorded on tape. Then the tape-recordings are played at night through a loud-speaker in the



woods. When wolves roaming in the forest hear the howling, they give answering howls. In this way, the men find out where the forest wolves are.

7 One of the newest methods of studying wolves is by listening to radio messages broadcast by the wolves. The first step the researchers take is to set traps for the animals. The steel traps are strong enough to hold a wolf by the leg without harm. The traps are baited with meat sprinkled with a special scent that trappers use for this purpose. People dislike the smell, wolves cannot resist it.

8 When a wolf is caught, its captors hold it down with a forked stick and free its leg. They put a metal tag in its ear and fasten a collar round its neck. Inside this special collar is a small radio-set that sends out beeps.

9 After the wolf is set free, the men use their radio receivers to pick up the broadcast from the wolf's radio. By turning their receivers, the men find the direction in which the beeps are loudest. They know that this is the direction the wolf has taken. A certain number of beeps in a minute tells them that the wolf is walking. The rate of beeps changes

if the wolf lies down or runs. When the men have found the wolf's den, they can watch its habits.

10 Researchers have learned that wolves travel five to ten miles from home in summer and up to sixty miles in winter. The distance depends on how good the hunting is. Wolves hunt deer. They also prey on rabbits, mice, and other small rodents. They will eat even leather scraps, grass, and berries.

11 Like other predators, wolves play a useful part in the world of nature. Because they kill mostly old or sick deer, wolves help to keep deer herds healthy. Because they kill some of the animals that destroy crops and trees, wolves help to save plants. Kept safe from predators, deer may kill many young trees. Without natural enemies such as wolves, rabbits would cause great harm, as they did for years in Australia.

12 Government research has shown that the "big bad wolf" is not really as bad as people once thought. The timber wolf is, in fact, an interesting and useful inhabitant of Canada's wilderness areas.

## Thinking about the Story

13

1. Compared with fifty years ago, Canada probably has
  - A. fewer timber wolves today
  - B. more timber wolves today
  - C. the same number of timber wolves today
2. Ontario Government men want to discover
  - A. how many wolves live in Canada
  - B. where and how wolves live in Ontario
  - C. why wolves are called predators
3. A surprising fact found by the men is that
  - A. wolves live in Northern Ontario
  - B. wolves kill and eat other animals
  - C. healthy wolves do not hurt people
4. Using recorded howls of penned wolves, research men learn
  - A. how free wolves howl
  - B. why free wolves howl
  - C. where free wolves are
5. In preparing to study a wolf's habits through radio messages, the last step is
  - A. catching the wolf in a steel trap
  - B. setting the wolf free
  - C. putting a radio-collar on the wolf
6. Signals received from the radio in the wolf's collar tell
  - A. the direction the wolf has taken
  - B. the pace at which the wolf is moving
  - C. Both A and B
7. According to clues in paragraph 10, wolves
  - A. travel farther from home in summer
  - B. find food more easily in summer
  - C. find food more easily in winter
8. Which statement is *not* true?

- A. Wolves help keep deer herds healthy.
  - B. Wolves destroy crops and trees.
  - C. Wolves are useful in the world of nature.
9. Researchers likely think wolves should be
    - A. killed wherever they are
    - B. allowed to prey on farm animals
    - C. allowed to go on living in wilderness areas
  10. The main subject of this story is
    - A. the study of timber wolves
    - B. the colour of timber wolves
    - C. the history of timber wolves

## Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

1. Things that protect an animal from danger or weather — it. (1)
2. Careful hunting for facts or truth about anything is called — (3)
3. An animal that hunts and kills for its food — upon other animals. (3)

B. Each word given below in capital letters is used in the story. The paragraph number is given.  
*Directions.* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The animal is called a TIMBER (2) wolf because
  - A. it is large, hardy, and strong
  - B. it is quick and sure in its movements
  - C. it lives in wooded areas



5. The wolf is called a **PREDATOR** (3) because

- A. it kills and eats other animals
- B. it hunts in packs
- C. it is cruel and treacherous

6. A **RABID** (4) animal is

- A. mad with a disease called rabies
- B. violent because of a head wound
- C. angry because it has been teased

C. Each sentence gives clues to a word in the story.  
Find and write the word that fits.

7. Traps are b— with meat that has been treated with scent attractive to wolves. (7)

8. Something that is scattered in drops or tiny bits is s—. (7)

9. Persons who take and hold a prisoner are called c—. (8)

10. The distance travelled by a hunting wolf results from or d— upon the amount of game. (10)

11. Groups of gnawing animals like rabbits or mice are called r—. (10)

12. A person or animal that lives in a place is an i— of the place. (12)

13. A wild place where no people live is called a w—. (12)

D. In many cases the prefix *dis* means "opposite of". In this story the word *dislike* is the opposite of the word *like*.

Examples are:

displace	disagree
dismount	displease
disarm	dishonest
dissatisfied	

**Directions.** For each of the meanings given below, choose a word that fits from the examples above.

Write the word.

14. fail to agree; differ

15. not honest

16. offend; annoy; not please

17. not satisfied

18. get off a horse or bicycle

19. take the place of

20. take weapons away from

#### CHECKING YOUR ANSWERS

Use the answer key below to check your answers. Then turn back to the first part of this practice exercise, Section F.

#### ANSWER KEY

##### Thinking about the Story

1. A	4. C	7. B	10. A
2. B	5. B	8. B	
3. C	6. C	9. C	

##### Thinking about the Words

1. shelter	11. rodents
2. research	12. inhabitant
3. preys	13. wilderness
4. C	14. disagree
5. A	15. dishonest
6. A	16. displease
7. baited	17. dissatisfied
8. sprinkled	18. dismount
9. captors	19. displace
10. depends	20. disarm

طالوت





## 1/ JOHN HENRY AND THE STEAM DRILL

Irwin Shapiro

- 1 For a long time now there have been stories and songs about John Henry. John Henry was the greatest steel-driver that ever was. He was almost as tall as a box-car is long. His arms were thicker than the cross-ties on the railroad. His skin glistened like a brand-new pair of black-leather shoes.
- 2 One time John Henry went out to West Virginia, where they were digging the Big Bend Tunnel to let the train go through a mountain. He went up to Cap'n Walters, the foreman. "I'd like to drive steel for you," he said.
- 3 "Well, maybe," said Cap'n Walters. "But building a tunnel isn't easy. You've got to drive the steel jumper right into the mountain. You've got to drive her deep, so's we can put dynamite in the hole and blast out a tunnel. And she's a hard-rock mountain, solid clear through."
- 4 "Suits me, cap'n," said John Henry.
- 5 When John Henry started, all the men said, "Look at that John Henry, cap'n! Best steel-whopper we ever saw." After that John Henry drove steel on the mountain every day.
- 6 One day he was hammering away when he saw

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something come scooting round the bend of the mountain. It had a smokestack and wheels, and yet it wasn't a locomotive. It hissed and puffed steam, and yet it wasn't exactly a steam-engine. A man was riding on it. "I declare!" said John Henry. "I do declare! If it ain't John Hardy! Howdy, Small Stuff! What's that you're sitin' on?"

7 "A steam drill, Big Stuff," answered John Hardy  
8 "Sure enough?" said John Henry. "What does she do?"

9 "She drills holes in the rock faster than any ten men can drive steel. And it only takes one man to handle her. You need two-three of these, cap'n."

10 "As long as John Henry is driving steel for me, I don't need any steam drill," said Cap'n Walters.

11 "Huh!" said John Hardy. "Just let me run this little ol' steam drill against John Henry!"

12 "How about it, John Henry?" asked Cap'n Walters.

13 "Cap'n," said John Henry, "a man ain't nothin' but a man, but before I let that steam drill run me down, I'll die with my hammer in my hand."

14 They arranged a match for the next day. By the time John Henry and his wife Pollie Ann reached the mountain in the morning, a crowd had gathered. They were standing by the steam drill, watching John Hardy get up steam.

15 "Listen close," said Cap'n Walters. "When I give the signal, you start. At the end of twelve hours you'll stop. The one that drives the deepest hole in the rock wins. Now get set. Go!"

16 "Drive that steel, John Henry!" shouted Pollie Ann.

17 "Whop that steel, brother," said the other steel-drivers.

18 Both John Henry and John Hardy worked sure and steady. By the time the sun was shining bright, they were about even. By the time the afternoon sun was blazing down, the steam drill

was in the lead. By the time the sun was red in the west, John Henry had caught up with the steam drill. John Henry was breathing hard now. But he didn't leave off.

19 "Half a minute to go," said Cap'n Walters. "Quarter of a minute . . . ten seconds . . . five . . ." He raised his hand and shouted, "Time's up! The match is over!"

20 John Hardy stopped the steam drill. John Henry stood up straight. The next minute the crowd let out a mighty cheer. They could see John Henry had drilled deeper into the rock. They gathered round him.

21 John Henry looked down on them and smiled. Then slowly he crumpled up and fell to the ground. "Send for a doctor, Cap'n Walters!" cried Pollie Ann.

22 "No use to call a doctor," said Cap'n Walters quietly. "John Henry's gone, died with his hammer in his hand."

23 A chill wind blew across the mountainside as the evening sun went down. All the men took off their hats. While Pollie Ann let out a great sob, they picked up John Henry. There wasn't any box big enough to hold John Henry; so they laid him out in a box-car. They couldn't get the box-car into John Henry's house; so they strung up a tent. And they left John Henry with Pollie Ann.

24 The next day they buried John Henry, the great steel-driver who died with his hammer in his hand. Some folks say this isn't what really happened to John Henry. But that's another story!



1. John Henry was a great steel-driver because
  - A. he could operate a steam drill
  - B. he was a strong and steady worker
  - C. there are different stories about his death
2. He went to West Virginia to help
  - A. drive a train over a mountain
  - B. lay tracks for a railway round a mountain
  - C. blast a tunnel through a mountain
3. Captain Walters put John Henry to work
  - A. hammering holes in rock with a steel jumper
  - B. filling holes in the rock with dynamite
  - C. driving steel spikes into rails
4. Paragraph 6 suggests that John Henry
  - A. had never seen a steam drill before
  - B. didn't like steam-engines
  - C. was not pleased to see John Hardy
5. John Hardy boasted that his steam drill
  - A. was stronger than any other machine
  - B. ran faster than a locomotive
  - C. worked faster than ten men
6. John Henry's words in paragraph 13 show that he
  - A. thought he was the best steel-driver in the world
  - B. was willing to die trying to beat a machine
  - C. thought Captain Walters should hire John Hardy's steam drill
7. Which statement is *not* true?
  - A. The match was to last twenty-four hours.
  - B. John Henry's wife came to see the match.
  - C. The crowd wanted John Henry to win
8. During the early part of the match,

- A. John Henry was in the lead
- B. the steam drill was in the lead
- C. John Henry and the machine were about even

9. John Henry won the match because he
  - A. worked with his hands
  - B. had drilled deeper into the rock
  - C. died with his hammer in his hand

10. John Henry's body was placed in a box-car because
  - A. he had always liked trains
  - B. there was no box big enough to hold him
  - C. he was to be buried in the tunnel

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling: the first letter, and spaces for missing letters. The paragraph number follows.

Write the whole word

1. It is put into holes and used to blast a tunnel through rock.  
A special mixture of materials that explodes, or blows up, with great force is d \_\_\_\_\_.  
(3)
2. The tunnel was being blasted through a hard-rock mountain.  
Anything hard throughout is a \_\_\_\_\_. (3)
3. John Henry agreed to drive steel against John Hardy's steam drill.  
Those who have studied details about a happening have a \_\_\_\_\_ for it. (14)

B. The word in capital letters is used in the story. The paragraph number follows the word.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. John Henry was called a steel-WHOPPER (5) because he
  - A. was big
  - B. told lies about his driving steel
  - C. drove steel into rock with a hammer
5. Something that comes SCOOTING (6) is
  - A. taking something up in a ladle
  - B. moving quickly
  - C. trying to find a path
6. John Henry CRUMPLED (21) when
  - A. his legs gave way beneath him
  - B. his clothing became wrinkled
  - C. he folded his arms and knelt

C. Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word that fits.

7. The man who is at the head of a group of workmen is a f\_\_\_\_\_ (2)
8. A machine that moves cars along a railway track is a l\_\_\_\_\_ (6)
9. A tool or machine that boxes holes is a d\_\_\_\_\_ (7)
10. Anyone who keeps working at an even pace is a s\_\_\_\_\_ worker. (18)

D. Two vowel letters that give one sound form a DIGRAPH (sounded *die|graf*). The letters *w* and *y* act as vowels in some digraphs.

Find in the sentence the word with the digraph that is described. Write the word and draw a line under the digraph.

Example: enjoyed

11. *oy* - *oi* as in *boil* / Many people have enjoyed the stories and songs about John Henry
12. *ou* as in *found* / In this tale, he was at work tunnelling through a hard-rock mountain.

13. *oo* as in *room* / One day a queer machine came scooting round a bend.
14. *ea* = *e* as in *be* / Though it hissed and puffed, it wasn't exactly a steam-engine.
15. *ou* = *u* as in *hug* / John Hardy said his drill was fast enough to beat ten men.
16. *ay* = *a* as in *hate* / Shortly after daybreak the following morning, the match began.
17. *ea* = *e* as in *bed* / For hours both men worked at a sure and steady pace.
18. *ea* = *e* as in *be* / About sundown, John Henry was breathing hard but kept on.
19. *ow* = *o* as in *so* / When night's shadows fell, John Henry was dead.
20. *ay* = *a* as in *hate* / But maybe this isn't exactly what happened in West Virginia!

## 2/ THE MIDGET AND THE QUEEN

Florence M. McLaughlin

- 1 When the famous showman P. T. Barnum met the midget Charles Stratton, Stratton's life was changed. Barnum hired Stratton, then still a child, as a circus performer and named him General Tom Thumb.
- 2 In old tales, Tom Thumb was a knight at King Arthur's court. No bigger than a man's thumb, Sir Tom was a favourite of the King. Remembering the tales, Barnum hoped to present his midget to royalty and gain fame and fortune.
- 3 The greatest height General Thumb ever reached was almost forty inches. Until he was six months old, he had been a normal baby. Then his growth almost stopped. When Barnum met him in 1842 he was five years old, twenty-five inches tall, and weighed fifteen pounds. His hand was the size of a fifty-cent piece and his feet were three inches long. Apart from his size, the midget was a healthy, clever child.
- 4 Barnum took Tom and his parents to New York and began training him for his circus act. The child learned quickly and soon was performing in public. He learned to sing and dance and to imitate famous people. Barnum had the child dressed in many colourful costumes.
- 5 General Tom Thumb's act was a success in New York. People flocked to see him. He soon lost his shyness and became a popular figure.
- 6 After a year in New York, Barnum took the midget, his parents, and a tutor to England. They lived in a huge house in one of the best parts of London and invited their rich and well-known neighbours to visit. Barnum rented a hall and charged admission for the Tom Thumb act. But what the showman and the midget were really waiting for was an invitation from the Queen.
- 7 At last the message arrived. Queen Victoria asked General Tom Thumb to visit her at the palace. She wanted Tom to come in his ordinary clothes, rather than in one of his many costumes.
- 8 Barnum and Tom Thumb, both excited, went to Buckingham Palace. They were shown into a long hall. At the far end, the Queen was waiting with her family and attendants. Half-way down the long hall, General Tom Thumb forgot his manners and called out, "Good evening, ladies and gentlemen!"
- 9 His greeting was so surprising – even to Barnum – that everyone laughed heartily. The ice was broken, and General Tom Thumb soon made friends with the royal family.
- 10 The Queen took the little boy's hand and showed him some of her paintings. Her little dog, Boz, came sniffing at his heels. Then the Queen talked to Barnum, much to the showman's pleasure.
- 11 Last of all came the hard part – taking leave of the Queen. Because it is not proper to turn one's

back on royalty, Barnum backed away from the Queen. Poor Tom Thumb tried to keep up with Barnum. He backed a few steps, then turned and ran a short way before backing up again. This was too exciting for the Queen's dog. Boz took after Tom and barked loudly. The first visit with Queen Victoria ended with laughter ringing in Tom's ears.

- 12 On his next visit with the Queen, Tom used some of his own money to buy her a gift of daffodils. This time he was pleased to see that the children were present and Boz was not. The royal children thought Tom was a walking, talking doll. He did all his acts for them, and soon they were fast friends. Before he left the palace, the Queen gave him a generous reward. Though Tom Thumb was pleased with his gift, he wished that he had been given a pony.
- 13 General Thumb was asked to visit the Queen once more. This time he met King Leopold of Belgium, the Queen's uncle. Tom performed so well that Barnum was asked to visit King Leopold's palace.
- 14 Of all the gifts he received, the one Tom treasured most was from Queen Adelaide, the Queen Mother. She took him on her knee one day, as she took her own grandchildren, and asked him if he would like a watch. Then she had a tiny watch made just for him.
- 15 Tom enjoyed the fame he had won in London. In later years he loved to tell people of his exciting visits with royalty.



1. Charles Stratton was named General Tom Thumb because
  - A. P. T. Barnum didn't like the midget's real name
  - B. a famous acrobat had been called Tom Thumb
  - C. a thumb-sized knight was a king's favourite in old tales
2. Barnum hoped that Charles Stratton would
  - A. be a success as a circus performer
  - B. meet royalty
  - C. Both A and B
3. Paragraph 4 gives details of General Tom Thumb's
  - A. size
  - B. acts in the circus
  - C. shyness
4. Tom was taken to England so that he could
  - A. receive an invitation from Queen Victoria
  - B. learn new acts
  - C. have private lessons with a tutor
5. Tom visited Buckingham Palace
  - A. as soon as he arrived in London
  - B. before he met his well-known neighbours
  - C. after he had performed for the public
6. Everyone at the palace laughed when Tom
  - A. wore ordinary clothes
  - B. forgot the proper manners for meeting royalty
  - C. slipped on the polished floor
7. The hardest part of Tom's visit was
  - A. breaking the ice
  - B. making friends with the family
  - C. behaving properly on leaving the Queen

8. Tom's second visit to the palace was
  - A. more pleasant than the first
  - B. less pleasant than the first
  - C. much shorter than the first
9. The royal gift Tom treasured most was
  - A. a pony from Queen Victoria
  - B. a purse of money from King Leopold
  - C. a tiny watch from Queen Adelaide
10. One proof that Tom enjoyed his fame in London is that he
  - A. never spent the money given him by Queen Victoria
  - B. loved to tell about his visits with royalty
  - C. no longer performed for ordinary people

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling: the first letter, and spaces for missing letters. The paragraph number follows.

Write the whole word.

1. People flocked to see Tom Thumb's performance in Barnum's circus.  
Anyone who is p\_\_\_\_\_ is liked by many people. (5)
2. Barnum rented a hall to present Tom Thumb's act.  
A price paid upon entering a place is called a\_\_\_\_\_. (6)
3. Queen Victoria did not want Tom to appear at court in a stage costume.  
Anything that is e\_\_\_\_\_ is everyday or usual. (7)

B. The word in capital letters is used in the story.



The paragraph number follows the word.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. A KNIGHT (2) at a king's court is
  - A. a mighty warrior in the royal army
  - B. the time from sunset to sunrise
  - C. a nobleman with the title Sir
5. The ATTENDANTS (8) at the court were
  - A. princes and princesses
  - B. those who waited on the Queen
  - C. people who had paid admission
6. A GENEROUS (12) reward is one that is
  - A. awarded to generals
  - B. given to gentlemen
  - C. the opposite of mean or stingy

C. Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word that fits.

7. The measure of a person's tallness is his h..... (3)
8. Anything that is usual or regular is n..... (3)
9. Anyone who has been invited has received an i..... (6)
10. Anything correct or suitable is p.... (11)

D. A SYLLABLE is a word or part of a word with the sound of a vowel, alone or with consonants. Changing the vowel sounds will often make another word.

Read the two words and the sentence that follows. The marks †† show where a word is missing. Choose and write the word that fits.

11. shoemen showman / The great †† P. T. Barnum changed Charles Stratton's life.
12. carcass circus / The midget became a †† performer.
13. favoured fevered / He was named Tom

Thumb after the tiny knight †† by King Arthur.

14. real royal / Barnum hoped his midget would receive †† favour too.
15. cleaver clever / A †† child, Tom Thumb learned to sing and dance and imitate famous people.
16. costumes customs / With their colourful ††, his acts became popular.
17. tooter tutor / When he went to England, Tom had a †† for private lessons.
18. massage message / After a wait of some months, a †† came from the Queen.
19. palace police / The rest of the story tells of Tom's success at the ††.
20. fortune fourteen / Tom was pleased at his good †† in visiting royalty.



### 3/ FRIENDS IN TRAINING

Florence M. McLaughlin

- 1 Getting a puppy of your own is fun. You can hardly wait to start training him. His lessons, you think, will make him the best-behaved dog in the world. Though you may not know it, you yourself will learn many lessons.
- 2 You will learn, first of all, that your new friend demands care and much of your time. He must be given food, water, and daily exercise. His coat must be brushed or groomed, his nails trimmed. Now and then he must go to the animal hospital for "shots". If you leave for a holiday, he must go with you or be looked after by someone else. He is your pet and you must care for him – even when you would rather be free of your charge.
- 3 Playing with your dog, like caring for him, can

build his trust in you. Tell him he is a good dog when he does as you wish. If he becomes too rough, speak in a firm tone.

- 4 Usually, a playful dog who gets into mischief needs only a scolding. But if you know that he has misbehaved on purpose, he deserves a harder punishment, such as being hit with a rolled-up newspaper. There are rules for your doing this. Never call your dog to you for punishment, or punish him when he has come by himself. If you cannot get to him right after he has done wrong – within the time you can count ten – let the punishment go. Never puzzle a dog by laughing when he chews your sister's slipper and becoming cross when he chews yours. Wrong behaviour

should always be treated in the same way. And shortly after you have had to punish your dog, try to praise him for some good behaviour. He should not feel that you no longer care.

- 5 You are the teacher for a very important lesson – house-training. A dog must be taught to be clean. Keep him in a large box or on a short leash in the kitchen. If he is to be “paper-broken”, begin by covering the floor with papers. Then remove them, a few at a time, until only one is left for his use. Later, he can be taken outside. Then, to make your lesson complete, keep him away from others’ lawns!
- 6 Teaching a dog to obey commands is called obedience training. It may begin when your puppy is six to eight months old. Lessons should last from fifteen to thirty minutes, once or twice a day. You will need a training-leash, and a lesson from a dog-trainer on how to use it. A short, harmless snap of the leash gets the dog’s attention and shows him the way to go.
- 7 Obedience training begins with teaching your dog to obey simple, single-word commands, like “Heel”, “Sit”, and “Stay”. How fast your dog learns to obey simple commands depends on his nature and on your skill as a teacher. When he has learned to obey, do not repeat the word. A well-trained dog obeys a single command.
- 8 First teach him the meaning of “Heel”. Lead him by a short leash as he walks along on your left with his head beside your leg. Use snaps of the leash and words of praise until he gets the idea. Then you can start turning corners and walking in circles.
- 9 As you give the next command, “Sit”, push him gently into sitting position. To have him stand again, say “O.K.” In time, he will learn to sit whenever you stop walking. Then teach him to obey the same command at other times.
- 10 The third command is “Stay”. He must remain sitting while you walk away. Lengthen the time little by little until it is about three minutes.
- 11 To teach him “Stand”, put your hand at the top of his hind leg to prevent his sitting. “Stand, Stay” is useful when you want to groom him. “Down” is also a matter of your managing his legs during the first lessons. Next, combine “Down, Stay”.
- 12 For a lesson on the sixth single-word command, “Come”, you halt as he is heeling. Then you step backwards, snapping the leash and turning him about. Keep walking backwards as you order “Come”.
- 13 Use the leash for all these commands until he knows them. Then try him without the leash. Though you may now and then have to return to the leash, continue drilling without it. Praise is the best tool to use. Never express anger, no matter how long it takes him to learn. He cannot be expected to learn your language without practice.
- 14 You can well be proud of a dog that has mastered the six single-word commands and the two double-word commands. He is on his way to becoming a well-trained dog.
- 15 You have trained yourself too. You have learned to care for your dog regularly. You know how to win his friendship and to correct his mistakes. You have learned to control your own temper. These are useful lessons as you and your friend go on learning together!

1. The writer thinks that you and your dog
  - A. will learn many useful lessons
  - B. should win prizes at dog-shows
  - C. will become the best-behaved friends in the world
2. Paragraph 2 describes
  - A. the care needed by a pet
  - B. a good time-table for daily care of a pet
  - C. the training of a dog
3. If your dog misbehaves on purpose, a suitable punishment is
  - A. playing with him
  - B. scolding him
  - C. hitting him with a rolled-up newspaper
4. You should punish your dog
  - A. as soon as he misbehaves
  - B. when you have counted to ten
  - C. after you have called him to you
5. The first step in house-training your dog is
  - A. keeping him away from people's lawns
  - B. covering the floor with papers
  - C. taking papers away, a few at a time
6. Paragraphs 6 and 7 explain
  - A. when and how to begin obedience training
  - B. how to teach a dog his first three commands
  - C. where to buy a training-leash
7. After learning the commands "Heel" and "Sit", your dog will
  - A. stay still while you are grooming him
  - B. remain sitting for five minutes
  - C. keep his place beside you
8. These lessons in obedience training cover a total of

- A. six commands
- B. eight commands
- C. ten commands

9. As his teacher, never
  - A. praise your dog
  - B. express your anger
  - C. leave off his leash
10. A lesson *not* mentioned in the story is how to
  - A. build a dog's trust in you
  - B. correct your dog's mistakes
  - C. train a dog not to bark too often

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling: the first letter, and spaces for missing letters. The paragraph number follows.

Write the whole word.

1. There are rules for treatment of a dog that has misbehaved on purpose.  
Treatment resulting from bad behaviour and causing some pain is p..... (4)
2. Your dog must learn to obey your orders.  
Orders that control someone's actions are c..... (6)
3. For some actions, two single-word orders are given at the same time.  
Anyone who joins two things together is said to c..... them. (11)

B. The word in capital letters is used in the story. The paragraph number follows the word.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.



4. The BEHAVIOUR (4) of a dog is
  - A. its conduct or way of acting
  - B. only its mischievous actions
  - C. its grooming or appearance
5. Anything that is done REGULARLY (15)
  - A. happens by chance
  - B. is decided upon by rules or laws
  - C. is repeated at certain fixed times
6. You are said to CONTROL (15) your temper when you
  - A. express it often
  - B. are able to check it
  - C. never feel angry

C. Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word that fits.

7. Behaviour that is troublesome or naughty but not purposely bad is m..... (4)
8. To speak well of somebody is to p..... him. (4)
9. A strap fastened to an animal to control its actions is a l..... (5)
10. Anything that stops something from happening is said to p..... it. (11)

D. In many English words, the first syllable is *de*, *be*, or *re*.

Read the three words and the sentence that follows. The marks *||* show where a word is missing. Choose and write the word that fits. Draw a line after the first syllable.

Example: *de*mands

11. *de*cides *de*livers *de*mands / Training a dog *||* both care and time.
12. *be*half *be*haviour *be*lieve / Mischievous *||* should earn only a scolding.
13. *re*debates *re*deserves *re*designs / But a dog that knows he is misbehaving *||* harder treatment.
14. *be*gin *be*have *be*side / As soon as you get

your dog, you should *||* house-training.

15. *re*fresh *re*move *re*turn / For paper-training, *||* the papers gradually till only one remains.
16. *de*lays *de*lights *de*pends / Your success in obedience training *||* partly on your dog's nature.
17. *re*cent *re*peat *re*ply / With a well-behaved dog, you do not need to *||* a command.
18. *re*main *re*member *re*mind / With the command "Stay", he should *||* sitting.
19. *re*pay *re*port *re*turn / Sometimes you may have to *||* to the leash.
20. *be*fore *be*long *be*witch / A dog is happy to *||* to a well-trained owner.



## 4/ THE GREAT DEATH-SLIDE

- 1 One of the saddest events in Canadian history happened in the Rockies in the year 1903. The disaster occurred in the Crow's Nest Pass area near the southwest corner of Alberta. Without warning, on the morning of April 29, millions of tons of limestone rock slid off the side of Turtle Mountain and hurtled into the valley. In less than two minutes the rockslide completely buried part of the town of Frank.
- 2 Frank was a coal-mining town. Coal was then in great demand. It heated homes and supplied power for factories and trains. Because the nearby mountain was filled with coal, the townspeople were busy, and their future looked bright.
- 3 Then came the spring of 1903. The first signs of the coming disaster were some strange happenings in the mine. Now and then there were deep rumblings in the rock. Some of the timbers lining the tunnels began to heave and crack. The miners were troubled, but there was little they could do except hope that the mysterious rumblings and heavings would stop.
- 4 But they did not stop. At four o'clock in the morning of April 29, seventeen men of the night shift were digging at the coal-face far below the surface. Again came the strange rumblings. The men paused in their work and listened anxiously. Suddenly there came an ear-splitting roar. Timbers split like matchsticks. The mine was filled with dust.
- 5 "It's a cave-in!" a terrified voice shouted. "Everybody out!"
- 6 Quickly, the men began the long climb up the slope to the entrance. But a hundred feet from the top of the slope their way was barred by a wall of rock.
- 7 "The air shaft!" someone shouted. This time there was no pause. But again they found the tunnel blocked. There was no way out. Unless they could dig through the rock they would be buried alive.
- 8 So those seventeen men began to dig as they had never dug before. For hours they hacked and clawed at the rock and coal with their tools. At

last a tiny ray of light filtered through the rubble. Then a hole appeared. With a great shout of joy, the men crawled out on the side of the mountain.

9 But their joy was short-lived. Below them they expected to see a beautiful valley with trees and green grass, and a railway track running straight through the centre. Instead they saw a pile of jagged rocks, some of them as big as houses.

10 "The town!" one man breathed hoarsely. "It's buried!"

11 On one side of the town, where a group of neat cottages had stood, there was nothing but rock, piled forty-five feet high. Bewildered, frightened people from the other half of the town were staggering back and forth around the edges of the tons of rubble.

12 Most of the townspeople had been sound asleep when the rock came. And the slide had moved so fast there was no warning. In a hundred seconds, ninety million tons of rock had roared more than half a mile down the mountainside and thundered across the valley. In the path of the slide nobody had a chance.

13 As the dazed survivors viewed the wreck of their village, one man thought of the passenger train that ran through the valley. "She's due in fifteen minutes," he shouted. "If she runs into that wall of rock half the passengers will be killed!"

14 The only way to reach the tracks on the other side of the slide was by a climb over the mounds of rock. The brakeman of a train in the yards started to run. He struggled over boulders and disappeared, climbed the next mound, and leapt down, trying to get to a point round a curve where he could flag the train. He managed to stop it just in time to prevent another tragedy.

15 Many years have gone by since that dreadful morning when half a mountain slid down and covered half a town. Stories and plays have been written about the disaster. There is even a folk-

song that tells of the great rockslide at Frank.

16 Today, Highway 3, the route from the city of Lethbridge, Alberta, west through the Crow's Nest Pass, runs over the pile of grey stone that still fills the valley. And tourists stand and read from a metal plaque words that tell of the sixty-six persons who perished in the slide and lie buried beneath the travellers' feet.

## Thinking about the Story

31

1. The Frank rockslide remains one of the saddest events in Canadian history because
  - A. a town was completely destroyed
  - B. few natural disasters have killed so many people so suddenly
  - C. it was caused by careless mountain-climbers
2. Early warnings of coming disaster were
  - A. small landslides on Turtle Mountain
  - B. trickles of water through the tunnels
  - C. strange happenings within the mine
3. The rockslide came when most people were
  - A. sleeping
  - B. mining
  - C. working
4. The story first describes what happened to
  - A. seven survivors
  - B. seventeen survivors
  - C. sixty-six survivors
5. They reached safety after they had
  - A. been rescued from a mine cave-in
  - B. climbed the mountain out of the way of the slide
  - C. dug through rock blocking a mine's air-shaft
6. The paragraph that describes Frank before and after the disaster is paragraph
  - A. 8
  - B. 9
  - C. 10
7. The speed at which the slide travelled suggests that
  - A. the mountainside was steep
  - B. the mountain sloped gently to the valley
  - C. the valley was very wide
8. If the rockslide had happened during the day, more people would likely have
  - A. had some warning of its coming
  - B. escaped from its path
  - C. Both A and B
9. Paragraph 14 tells
  - A. when the passenger train was due
  - B. how one man prevented further disaster
  - C. what could have happened to the passengers
10. This tragedy is recorded
  - A. only in this book
  - B. only on a stone plaque
  - C. in different kinds of writings

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling: the first letter, and spaces for missing letters. The paragraph number follows.

Write the whole word.

1. The slide at Frank in 1903 destroyed half a town and killed sixty-six people.  
An event that brings great loss and suffering is a d ..... (1)
2. The men dug with their tools as they had never dug before.  
Anyone who has made rough cuts with a tool has b... . at something. (8)
3. Those who had not been in the path of the slide viewed the wreck of their village.  
Those who are not killed in some disaster are s..... (13)

**B.** The word in capital letters is used in the story. The paragraph number follows the word.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The rumblings in the mine are called MYSTERIOUS (3) because
  - A. they caused a mist
  - B. rumblings in mines were unknown before
  - C. the miners did not know what caused them
5. The men listened ANXIOUSLY (4) because they
  - A. knew the sounds would soon stop
  - B. were worried about what might happen
  - C. felt eager to end their shift
6. A TERRIFIED (5) voice
  - A. quiets people who are in terror
  - B. expresses great fear
  - C. belongs to a terrier

**C** Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word that fits.

7. Anything that has happened has o..... (1)
8. Rough pieces of broken rock are r..... (8)
9. A thin sheet of metal or stone on which information is given is a p..... (16)
10. People who have lost their lives in some disaster have p..... (16)

**D** A word that has added -ER ("more"), -EST ("most"), or -ING has usually added a syllable. Sometimes a consonant has been doubled.

sad der                  quick'est                  trav el ling

An ED ending adds a syllable after *d* or *t*, and in some -gg- words.

trad | ed                  dart ed                  rag | ged

In each sentence, find the word that has an ending (ER, EST, ING, or ED) for its last syllable. Write the word, and draw a line under the ending.

**Example: working**

11. For some time, the men working in the mine at Frank had heard mysterious sounds.
12. One night seventeen men stopped digging to listen anxiously.
13. When they heard a loud roar, one man shouted that it was a cave-in.
14. To dig through the rubble, they worked harder than ever before.
15. They expected to see a peaceful town below.
16. But one side of it was only a pile of jagged rocks.
17. Dazed survivors were staggering about.
18. The disaster could have been even greater.
19. But a brakeman prevented a second tragedy when he stopped a passenger train.
20. The rockslide at Frank was one of the saddest events in Canadian history



## 5/ TEN DAYS IN THE MOUNTAINS

Bette Brown

1 In November 1966, my husband and I were on our way to Vancouver in his single-engined Cessna airplane. We were flying through a valley in northern Washington when the plane hit a down-draught. Tree-tops were snicked off as we crashed into the mountainside at sixty miles an hour.

Roy worked like mad to get a sleeping-bag out and get me wrapped up. But when he got the sleeping-bag opened out, I made him lie down. He was hurt worse than I was. He had a bad bruise on his forehead. Blood was pouring from a hole under his nose. Both eyes were swelling so badly he couldn't see. He had a sprained ankle, too.

2 I laid him down in the sleeping-bag on the snow and hurried back to what was left of our plane. I shut off the key so that a spark wouldn't start a gas fire. Then I got the emergency kit and went to work on Roy. He had gone into shock, and the dent on his head made me afraid he wouldn't live.

3 I got Roy's face bandaged and cleaned up the cuts on my own face. I had a sore shoulder and bruises everywhere. I learned later I'd broken some bones in my left hand.

4 By now it was midnight. The night was clear and the moon was shining. I moved under the pine-trees and found a place to light a fire. I used some tissue and a newspaper and two magazines to make the fire go. I found a great rotten log near the crash, and got dry bits from underneath it.

5 All night long I kept getting up, every hour and a half like clockwork, to build up the fire and check on Roy, who seemed awake but didn't speak. I marvelled that, for the first time, we had brought a first-aid kit.

6 I never felt worse in my life. To keep us both alive was going to be up to me. There was plenty of wood about to keep fires going. We had brought more food than usual, and a flashlight. Roy's gun and the sleeping-bags had been left in the plane after a hunting-trip. But how were we ever going to get out of these mountains?

7 The days and nights we spent near the plane are like a bad dream. Roy gradually improved, but he couldn't move about much and his eyes were swollen shut. No one in the cars whose headlights I could see down the mountain stopped for my SOS signals with the flashlight. I didn't know then that mountains give you false ideas of distances. Two planes that flew over the valley failed to see us. Timber wolves howled at night.

8 Once, just before morning, I heard branches snapping near by. Roy couldn't see to shoot his rifle, but he loaded it and told me how to use it. I had never held a high-powered rifle in my life. I shone the flashlight around but saw nothing. When day came, I found tracks in the snow. They were cougar tracks. After that we slept with the gun between us.



- 10 The eighth morning after our crash, when Roy could see and could walk with the crutches I had made, we started towards the road in the valley. Roy gave directions from his compass. It was tough walking. The snow was waist-high, and in the mountains you go up and down, not straight down.
- 11 We found a clearing after four o'clock. Everything was so wet it was hard to light a fire. That night, the lights below looked the same distance away.
- 12 When I woke late the next morning, Roy was already up. I was glad his strength was coming back. He had tramped out signs in the clearing – for the aircraft that never came. That day we couldn't move because of wind and snow.
- 13 Though it was still snowing next day, we pushed on – down a mountain, across a stream, up a ridge. Then we followed a snow-burned trail.
- 14 Towards dark I heard a car close to us. From the edge of the slope, as the snow and fog lifted, I saw the highway. By Roy's compass it was straight south. I started down the mountainside. When I got down, it was snowing so hard I couldn't see.
- 15 I climbed another ridge, and saw the lights of a car. It was stuck in a ditch beside the highway. I screamed and yelled for the people to wait. They heard me – and we were saved!

1. The Browns crashed into a mountainside because
  - A. their plane hit a down-draught
  - B. Mr. Brown flew too close to the tree-tops
  - C. they were off the correct course
2. Mrs. Brown was most worried about
  - A. her husband's injured head
  - B. her husband's sprained ankle
  - C. her own sore shoulder
3. Mrs. Brown's hardest task the first night was
  - A. lighting a fire
  - B. keeping the fire going
  - C. watching for timber wolves
4. For the first time the Browns had brought
  - A. sleeping-bags
  - B. food
  - C. a first-aid kit
5. Mrs. Brown knew that their main problem would be
  - A. getting enough food to eat
  - B. keeping warm
  - C. getting out of the mountains
6. Her SOS signals weren't answered because
  - A. no one knew what they meant
  - B. the highway was farther away than Mrs. Brown realized
  - C. no planes flew over the valley
7. Roy Brown loaded the rifle because Mrs. Brown
  - A. heard wolves howling
  - B. saw a cougar
  - C. heard branches snapping near by
8. Which happened last?

- A. The Browns found a snow-buried trail.
- B. Mrs. Brown made crutches.
- C. The Browns stayed two nights in a clearing.

9. The Browns knew they were safe when they saw
  - A. an aircraft that landed in the clearing
  - B. motorists in a car stuck beside the highway
  - C. a mountaineering party
10. The story proves that Mrs. Brown
  - A. liked travelling by plane
  - B. was a trained mountain-climber
  - C. could act wisely in an emergency

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling: the first letter, and spaces for missing letters. The paragraph number follows.

Write the whole word.

1. It left tracks at night, and caused the Browns to sleep with a loaded rifle between them. The large North American wildcat, which is often called the mountain lion, is a c..... (9)
2. They were made by Mrs. Brown to help her husband to walk. Supports, usually made of wood, that help a lame person to walk are c..... (10)
3. Mr. Brown used it to give directions for their walk towards the highway. An instrument with a needle that points to the North Magnetic Pole is a c..... (10)

B. The word in capital letters is used in the story. The paragraph number follows the word.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The Browns' EMERGENCY (3) kit contained a small amount of equipment for
  - A. repairs to clothing
  - B. repairs to the plane
  - C. first-aid treatment
5. Anything that happens GRADUALLY (8) happens
  - A. little by little
  - B. all at once
  - C. by degrees measured on a thermometer
6. An SOS (8) signal is used to
  - A. direct traffic
  - B. call for help from a distance
  - C. call the police

C Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word that fits.

7. An injury caused by a blow that does not break the skin is a b . . . . . (2)
8. A muscle or joint that has been twisted but not ripped or broken is s . . . . . (2)
9. Thin, very soft paper is called t . . . . . (5)
10. Anyone whose condition or health has become better has i . . . . . (8)

D. A COMPOUND WORD is made of two or more words combined. Some compounds are always written with hyphens between the parts; some compounds have no dividing mark.

Find and write the compound word. Use the list to mark syllables not already marked by a hyphen.

11. Mr. Brown's airplane was a Cesana with a single engine.
12. A downward draught sent the plane through the tree-tops.

13. It crashed on the mountainside.
14. At once, Mr. Brown got out a sleeping-bag for his wife.
15. But his injuries, including a badly bruised forehead, were worse than hers.
16. Midnight came with a clear sky and a bright moon.
17. By using tissue, a newspaper, and magazines, Mrs. Brown managed to make a fire go.
18. During the time they spent near the plane, no passer-by on the road below saw the SOS signals.
19. At last, through waist-high snow, the Browns tramped towards the road.
20. On the tenth day, towards evening, the Browns reached the highway, and safety.

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*Two words in the list are not needed.*

air plane	mid-day	pass er-by
fore head	mid night	sleep-ing-bag
high strung	moun tain side	tree-tops
high way	news pa'per	wain-high

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## 6/ A FIRE IN THE SNOW

Max Bralthwaite

- 1 About three o'clock Chris, Dumont, and Carol realized that they were lost. A few miles away in this Northern Ontario rock-and-bush country was their little town of Canot. But which way?
- 2 It was very cold, and getting dark. Snow was falling fast. The three twelve-year-olds finally admitted no one would find them that night.
- 3 Ahead, the bank sloped up into the trees. "If those pines are normal," Chris said, "the bottom branches should be dead. The twigs should be dry as matchsticks.
- 4 "Come on," he said to Carol. "Let's get up to that little clearing. We'll make a fire under those pines. We'll go first; you follow in our tracks."
- 5 Each step was an effort. They lifted their feet high and plunged forwards. By the time they reached the clearing, they were puffing heavily.
- 6 Chris and Dumont knelt underneath the largest pine. With their mittened hands they scooped out the snow until the dried pine-needles showed. It was hard work, but they cleared a circle about two feet across.
- 7 Dumont ploughed his way to the nearest birch. He began to peel off some of the top layer of paper-thin bark.
- 8 Chris had moved over to a pine-tree. He reached up to the end of a long, dry branch, about two inches thick where it grew from the trunk. He jerked downwards and the branch bent. Then it

snapped off, dropping all its snow on him.

- 9 Back at the fireplace, Chris stood the ten-foot branch up in the snow. Taking off his mitts, he carefully broke off the tiny end twigs, keeping them in his hands. Dumont came back and gently placed the little handful of birch bark on the ground. One by one, Chris piled his tiny twigs above the bark in the shape of a miniature tipi.
- 10 Now for the real test! Success or failure in lighting a fire lay in the first minute. If they could get those little twigs to catch, then add larger twigs, they would have a fire.
- 11 From the inside pocket of his jacket, Chris brought out the small square tin holding his matches. He pried at the lid with his finger-nails. It was stuck. He pried harder. Then, with a snap, the lid flew off. The matches spilled into the deep snow. Chris lurched forward to catch them. Instead, his plunge threw snow all over the small, precious pile of twigs! For a moment, as he crouched in the deep snow, he felt like crying.
- 12 Dumont said quietly, "I'll get some more birch bark." Carol said nothing. Chris groped in the snow with freezing fingers and found two of the matches. The ends were wet. How could he light a wet match?
- 13 "I don't want to tell you your business," Carol said softly, "but if I were you I wouldn't light a fire under that big Christmas tree anyway."

14 "Why not?"

15 She pointed up. Along a branch above them lay a huge pad of snow. "I read a story once about a man who lit a fire under a pine-tree. The heat melted the snow and it all came down on his fire."

16 Chris realized she was right, but it didn't help to have her tell him. "If you're so smart," he said, "maybe you know how to light wet matches!"

17 "No, but maybe I can dry them," she said. She took the matches and, pushing back her parka, began to rub the heads through her long hair. "I read about this in a book too."

18 Chris stared in amazement: a city girl teaching them the tricks of the bush! But immediately he was on his knees again, digging a fireplace away from the tree. Dumont came back with his birch bark. They began again. Finally Carol handed Chris a match.

19 He took it and bent over carefully, so as not to disturb bark, twigs, or snow. Then he struck the match along the metal band of his watch. Nothing happened. He struck it again. The match burst into flame. Very gently, he lowered it to their little pile of bark and twigs, holding his other hand over the match to keep off the falling flakes.

20 As he touched the flame to a shred of birch bark, it began to burn with a dark smoke. The little twig on top caught fire immediately and curled up, and the fire spread to other twigs.

21 "It's going!" Chris said.

22 And the three friends sat back on their heels, feeling the heat already warming their cold cheeks. They would be safe, until the searchers came, by their fire in the snow.



1. Chris, Dumont, and Carol were lost in
  - A. a provincial park
  - B. the mountains
  - C. rock-and-bush country
2. The three needed a fire to
  - A. keep them warm through the night
  - B. give signals for a search-party
  - C. cook some supper
3. Chris's reason for choosing a place under the pines was that
  - A. the pines would supply dry wood
  - B. a search-party could see the fire
  - C. there was less wind
4. The boys' first step in making a fire was
  - A. gathering birch bark and small twigs
  - B. clearing away snow
  - C. piling twigs over bark in tipi-shape
5. This fire was never lit because Chris
  - A. spilled the matches in the snow
  - B. spilled snow over the twigs
  - C. Both A and B
6. Carol thought the fireplace should be moved because
  - A. no search-party could see the flames
  - B. a branch above the fire might burn
  - C. the pad of snow above the fire would likely **fall**
7. Carol amazed Chris a second time when she
  - A. handed him a book of matches
  - B. dried the matches in her hair
  - C. lit the match on her watch-strap
8. Carol proved that she had
  - A. learned valuable facts from books

- B. prepared many fires herself
  - C. lived in a city

9. Paragraphs 19 and 20 mainly tell how the fire was
  - A. put out by falling snowflakes
  - B. fed with more wood
  - C. finally started
10. According to the last paragraph, the friends will be
  - A. safe until they are found
  - B. able to sleep soundly through the night
  - C. in danger of freezing to death

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

1. Chris tried to catch the matches when they were spilled from the tin.  
Anyone who has made a sudden, unsteady movement of the whole body has **l\_\_\_\_\_**.  
(11)
  2. Chris had spilled the matches in the snow.  
Anyone who has used his hands to feel about for something has **g\_\_\_\_\_** for it. (12)
  3. Chris touched the flaming match to the bark.  
A very small piece of something is a **s\_\_\_\_\_**.  
(20)
- B. The word in capital letters is used in the story.  
Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.
4. When Dumont **PLOUGHED** (7) his way to the birch, he

- A. used a stick to make a straight furrow
- B. moved slowly and found each step hard
- C. stamped a solid path for the others
- 5. A **MINIATURE** (9) tipi is modelled on a real tipi but is
  - A. larger in size
  - B. a little smaller in size
  - C. very much smaller in size
- 6. The pile of twigs was **PRECIOUS** (11) to the three children because it was
  - A. very important to them and hard to replace
  - B. much loved by them and worth a great deal
  - C. piled up in the shape of an Indian wigwam

C. Each sentence gives clues to a word.

Find and write the word.

- 7. Anyone who has realized a truth and said so aloud or in writing has a \_\_\_\_\_ it. (2)
- 8. Anything that is usual among things of its kind is a \_\_\_\_\_. (3)
- 9. An opposite of *success* is f. .... (10)
- 10. A state of great surprise is a \_\_\_\_\_. (18)

D. Two consonants giving a single sound form a **CONSONANT DIGRAPH**. *chin*, *back*, *show*, *bath*, *when*.

Read the three words and the sentence. The marks †† show where a word is missing. Choose and write the word that fits. Then underline the digraph used in all three words.

Example: nowhere

- 11. anywhere nowhere somewhere / The little town of Canot was †† in sight.
- 12. whatever whenever wherever / †† the children looked, they saw nothing to guide them home.
- 13. branches breaches brooches / Chris suggested heading for a tree with dead ††
- 14. chopsticks lipsticks matchsticks / The pine twigs were dry as ††.
- 15. benches birches bunches / There were †† near by for a supply of bark.
- 16. marches matches munches / Chris had a small tin of ††.
- 17. launched lunched lurched / When they spied in the snow, he †† forward to catch them.
- 18. couched crouched crunched / When his plunge threw snow over the twigs, he †† in the snow, feeling like crying.
- 19. scorchers screechers searchers / In the end, they had a fire to wait by till †† found them.
- 20. wealth width worth / Does this story suggest that reading books has some ††?



## 7/ THE MAN WHO MADE INDIANS

Mary Carol Wilson

1 "Wait!" said Big Pike. "I will put on the medal sent me by the Queen!" The Indian chief took the medal from his pouch and hung it round his neck. Then Paul Kane asked him to sit on a rock. After sketching for a while, the artist showed the chief what he had drawn.

2 Big Pike was surprised. He had never seen his own face before, except in a pool of still water. "This is magic!" he exclaimed. "It is my second self."

3 "I will send your picture to the Great White Mother," said Paul.

4 "I have always wanted to visit her," said Big Pike. "It will be a great comfort if my second self can see her."

5 Big Pike's "second self" did see Queen Victoria. For, some years later, a number of Paul's paintings were taken to London. By that time many stories were being told about the skill and courage of "the man who made Indians".

6 The years from 1845 to 1848 Paul Kane had spent in travelling in the wilds of Canada. He went by canoe, on horseback, on snowshoes, or on foot. Sometimes he was with Hudson's Bay men. Sometimes he was alone. Always he was sketching. He wanted to have in his paintings a record of Indian life and customs.

7 His paintings were not the only record he left. Paul Kane also wrote a book about his adventures. In it he tells of travelling from Fort Edmonton

down the powerful North Saskatchewan with about 130 Hudson's Bay men. They passed Fort Pitt (now the site of Lloydminster). There they saw 1,500 mounted Indians, led by six chiefs. They were riding madly towards the river. The Indians proved to be members of the Blackfoot, Blood, Sarcee, Gros Ventre, and Piegan tribes. They were on their way to fight the Cree Indians. A Cree member of the crew in Paul's boat was quickly hidden under some skins.

8 The friendship of the six chiefs and their tribes was important to the traders and settlers in the West. So Paul Kane and John Harriott, the Hudson's Bay man in charge, went ashore. They told their men to keep the boats near the bank. They wanted to be able to get away quickly if they had to.

9 But they were well received. A buffalo skin was spread for them to sit on. All the Indians except Big Snake, the Blackfoot chief, laid down their weapons. Big Snake strode round the party. He was cracking a huge bull-whip and singing a war-song. But when someone told him that Paul could do magic, he put down his weapons and sat with the rest. The peace pipe was lit. The men puffed in turn.

10 Paul knew these were the most handsome and warlike Indians that he had ever seen. He was eager to do some sketches. First Big Snake's brother sat for Paul. The sketch was much admired by the others, for these Indians had never seen a picture of anyone before. This drawing was enough to prove to them that Paul was indeed a great medicine-man who could "make" Indians.

11 Later that day Paul painted one of his most famous pictures. Big Snake posed in the centre. He wore his eagle-feather war-bonnet and a deer-skin coat trimmed with fur. Beside him stood three other chiefs. One had painted his face red. Another had draped a buffalo robe round himself.

There were two lesser chiefs as well. One of them had painted one side of his face black because he was in half-mourning.

12 When Kane was an old man, his painting of the six chiefs was displayed in Paris. There it was praised for its liveliness and strength. This praise was sweet to the artist, for by now he could no longer paint. His eyesight had been damaged by snow-blindness during his travels in the West.

13 Paul Kane died in 1871. But his name lives on. He is remembered for his courage as an explorer. A mountain in the Alberta Rockies and a glacier have been named in his honour.

14 Most of all he is remembered for his skill as an artist. It is largely through Paul Kane's paintings that we know how the Indians lived more than a hundred years ago. His pictures have made the writings of others come alive. Many of his paintings, as well as costumes and weapons that he collected, are now displayed in the Royal Ontario Museum, Toronto, and the National Art Gallery, Ottawa. Today many North American Indians can point with pride to portraits of their grandfathers and great-grandfathers painted by "the man who made Indians".



1. Paul Kane "made Indians" by
  - A. applying paint to Indians
  - B. painting pictures of Indians
  - C. carving statues of Indians
2. By telling the story of Big Pike, the writer meant to show that
  - A. the Indians liked Paul's work
  - B. Indians disliked portraits
  - C. dangers always faced Paul
3. During the 1840s, Paul travelled in Canada
  - A. mapping routes through the West
  - B. selling Hudson's Bay Company supplies
  - C. painting portraits and scenes of Indian life
4. In a book, Paul described a war-party of 1,500 Indians on their way to fight
  - A. the Cree
  - B. Hudson's Bay men
  - C. the Piegan
5. Going ashore was dangerous for Paul and his companion because
  - A. the river's current becomes stronger near Fort Pitt
  - B. the Indians might have been unfriendly
  - C. Both A and B
6. Of the six chiefs in the war-party, Big Snake was the only one who seemed
  - A. proud
  - B. kind
  - C. unfriendly
7. Big Snake's behaviour changed when he heard that Paul
  - A. traded in weapons
  - B. could perform magic
  - C. sold peace pipes

8. One likely reason for Paul's sketching Big Snake's brother was to make the Indians
  - A. smoke the peace pipe
  - B. agree to let Paul paint the chiefs
  - C. decide to go back to their homes
9. If Paul had not described this meeting, we would still know about it from
  - A. the writings of other explorers
  - B. Paul's painting of Big Snake's brother
  - C. Paul's painting of the six chiefs
10. Reminders of Paul Kane include
  - A. a mountain and a glacier named after him
  - B. his collection of costumes and weapons
  - C. Both A and B

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word

1. Paul Kane's paintings and his book deal with Indian life and customs.

Anything that keeps or preserves information for later use is a *r\_\_\_\_\_* (6)

2. Big Snake stood in the centre of the group painted by Paul.

Anyone who has taken up a position to be painted or photographed has *p\_\_\_\_\_*. (11)

3. Paul Kane sketched Big Pike and painted pictures of other Indians of his time.

The word *p\_\_\_\_\_* is the plural of a word that means a painting of one person. (14)

B. The word in capital letters is used in the story. Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the



meaning in the story. Write A, B, or C.

4. Paul made a record of Indian CUSTOMS (6), by painting
  - A. Indian chiefs collecting taxes
  - B. many details of everyday life
  - C. mainly the clothing worn by Indians
5. Big Snake was CRACKING (9) a whip by
  - A. using it to make sharp noises
  - B. breaking it into pieces
  - C. damaging it
6. Anything DISPLAYED (14) is
  - A. always to be sold
  - B. to be seen only in an art gallery
  - C. put on view for the public to see

C Each sentence gives clues to a word.

Find and write the word.

7. An artist who quickly makes a rough drawing is a ..... (1)
8. Exciting events in a person's life are a ..... (7)
9. Anyone who has a strong wish to do something is e..... (10)
10. A moving mass of ice, formed by snow on mountains, is a g..... (13)

D. Many two-syllable words begin alike and have the same vowel sounds.

Read the two words and the sentence. The marks †† show where a word is missing. Choose and write the word that fits.

11. exclaimed / explained / Big Pike †† in surprise when he saw the sketch of himself.
12. exclaimed / explained / Paul Kane †† that the picture would be sent to the Great White Mother.
13. tramples / travels / Paul's †† from 1845 to 1848 gave him many subjects for his art.
14. custards / customs / His paintings show both the costumes and †† of the Indians.

15. fabies / famous / One of his most †† works is of six warlike chiefs.
16. eager / easel / Paul had been †† to paint them.
17. eager / easel / He must have had some kind of †† to use while at work on this painting.
18. admired / advised / When it was displayed in Paris, it was greatly ††.
19. artist / artless / By then the great †† was no longer able to paint.
20. pictures / pitchers / But history comes alive in the †† by Paul Kane.

## 8/ THE KING'S BLACK CURTAIN

Russell Davis and Brent Ashabrenner

1 Many years ago Ethiopian kings were considered to be almost gods. For this reason it was thought to be improper for anyone, even a nobleman, to see a king eat. In the king's banquet hall there was a long table for the noblemen, and a smaller table for the king. Whenever the king sat down to eat, a black curtain was always put up in front of his table so that none of the noblemen could watch him eat. The king could talk to his guests and they could talk to him, but he could not be seen until after the meal was over.

2 On one particular feast day, the nobles of the court were gathered at the palace arguing about who would be seated nearest the king's table at the dinner that night. It was considered a great honour to be seated near the king, for then it was possible to talk to him throughout the meal, even when the curtain was drawn across his table. Thus arguing among the noblemen went on every time there was to be a feast. It was pointless arguing, however, because the king always made up his own mind who would be seated nearest to him.

3 On this particular day a very well-known teacher came to the king's court. This teacher was famous throughout the land for his wisdom and for the truth of his teachings. Nevertheless, he was a humble man who had never before even been to the king's city.

4 The noblemen were surprised to see a mere teacher at the court, and one of them said to him laughingly, "Have you come to join the feast?"

5 The other nobles laughed at the idea of a teacher, however wise, attending the king's dinner.

6 The teacher smiled at the question. "No," he said, "I have only come to pay my respects to the king and to bow before him, for I believe that he is a great and good king."

7 Some of the noblemen thought that the king would not even take time to see the teacher; but when the king heard that the wise old man was at his palace, he sent for him at once. The noblemen then went back to their arguing and forgot about the teacher.

8 When they gathered for the feast that night, the nobles were greatly surprised to see that the king

had asked the teacher to attend the dinner. But when the nobles sat down at their long table their surprise turned to shock and anger, for the teacher did not sit down with them. Instead, the king took the old teacher by the arm and led him behind the black curtain to eat at the king's own private table!

9 One of the bolder noblemen rose and called out in a complaining voice, "Oh, King, never have you given such honour to even the greatest of your nobles. Why do you give this honour to a poor teacher?"

10 The king came from behind the curtain and all of the nobles rose from their chairs. "Who made you a *rax*?" the king asked the man who had complained.

11 "You did, Sire," the man replied. "You gave me that title."

12 The king pointed to another nobleman. "Who made you a *dejazzmach*?" he asked.

13 "You did, Sire," the man answered.

14 The king pointed to still another. "Who made you a *kenyazmach*?" he asked.

15 "You did, Sire," the man answered.

16 The king looked at every nobleman in turn and asked, "Who made the teacher behind that curtain the wise man that he is?"

17 The noblemen looked at each other and none could answer this question.

18 The king then said to them, "I can create noblemen. I can take any poor man from the street and give him a title and make him rich and powerful. But only God can create such a wise man as the teacher who eats with me tonight. For this reason is his honour greater than yours."

19 The king went back behind his black curtain where the teacher awaited him. The nobles sat down again and fell silently to eating, ashamed of the jealousy that had angered them.

1. The king in this story was
  - A. an Egyptian
  - B. an Ethiopian
  - C. a Persian
2. The king ate in private behind a black curtain because
  - A. an enemy might kill him
  - B. he did not wish to talk while eating
  - C. he was considered almost a god
3. The nobles were always arguing about
  - A. who was richest
  - B. who would sit nearest the king
  - C. why the king didn't sit with them
4. When a famous teacher visited the king's court, the nobles
  - A. asked him to teach them
  - B. paid their respects to him
  - C. made fun of him
5. When the king heard that the teacher had come, the king
  - A. put him in prison
  - B. sent for him at once
  - C. paid no attention to him
6. Which happened last?
  - A. A nobleman called out to ask why the king honoured a poor teacher.
  - B. The king led the teacher behind the black curtain.
  - C. The nobles were surprised to see the teacher in the banquet hall.
7. When questioned about their titles, the nobles
  - A. gave different answers
  - B. gave the right answers
  - C. could not answer
8. No nobleman could answer the king's question about who
  - A. made a humble man a *ras*
  - B. gave the king the right to rule
  - C. made the teacher wise
9. The right answer to this question is
  - A. an honourable nobleman
  - B. the King of Ethiopia
  - C. God
10. The king's actions and questions prove that he
  - A. was a wise man
  - B. did not deserve his position
  - C. had a bad temper

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

1. Because the king was considered almost a god, noblemen could not watch him eat. Anything that is considered to be unsuitable or wrong is called i..... (1)
2. All the noblemen wanted the seats near the king's black curtain. People who are carrying on a quarrel in words are s..... (2)
3. The noblemen felt shocked and angry when the king led the teacher behind the curtain. Anyone who is expressing unhappy feelings is e..... (3)

B. The word in capital letters is used in the story. Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The day of the teacher's visit is called PARTICULAR (2) because
  - A. it was the king's birthday
  - B. special foods were chosen for the feast
  - C. the story is mainly about that day
5. The visitor is called a MERE (4) teacher to show that the noblemen
  - A. considered him important
  - B. thought of him as unimportant
  - C. feared his presence at the court
6. Anyone who pays his RESPECTS (6) shows he considers that the person receiving them
  - A. deserves attention or honour
  - B. is unworthy of attention or honour
  - C. has not done his work properly

C. Each sentence gives clues to a word.

Find and write the word.

7. A man who has been given a title by a king, or has inherited a title, is a n..... (1)
8. A feast prepared for many guests is a b..... (1)
9. An opposite of *proud* is b..... (3)
10. An opposite of *public* is p..... (8)

D. A PREFIX is a letter or letters added at the beginning of a word. Often UN, IM, and DIS are prefixes used to form opposites. They add the meaning "not". Examples are UNready ("not" ready), IMPure ("not" pure), and DIShonest ("not" honest).

Find in each sentence a word that is wrong. Write the correct word. You will need to drop a prefix (UN, IM, or DIS).

Example: proper

11. Long ago, in Ethiopia, it was considered improper for the king to eat at a private table.
12. One day an unwise teacher came to the court.
13. He was unnoticed by the noblemen.

14. Unsmilingly, the teacher told them he wished to honour the king.
15. Because the king was great and good, the teacher wished to show his disrespect.
16. That evening, the noblemen were unshocked when the teacher did not sit with them.
17. In an uncomplaining voice, one noble asked the king a question about his action.
18. He asked why the king dishonoured a mere teacher.
19. When the king asked four questions, the nobles found three were unanswerable.
20. The king explained that it was impossible for God alone to create a wise man.



## 9/ AFRICA'S GREATEST MYSTERY

Christopher Flint

1 The boy raced through the dark, silent jungle. Mauri's legs were scratched and bleeding from the thorny vines that fringed the path. He was racing back to the camp of the white men who had come to Africa to collect animals. Sweat glistened on his body. His breath came in gasps. He had learned a great secret and was anxious to tell his news.

2 Suddenly he halted, shaking. Fearfully, his eyes searched the jungle behind him for the source of the noise he thought he had heard. He expected to see a herd of ghost elephants crashing after him. But there was nothing. He started to run again, pausing once in a while to glance over his shoulder and to tighten his grip on the axe he carried.

3 Reaching the camp at last, he staggered up to the bearded leader of the animal-collectors.

"Bwana!" Mauri gasped. "I have found it! I have found the place where the Great Ones go to die!"

4 "Are you sure, boy?" asked the man. "You have really seen the elephant graveyard?"

5 Mauri nodded, unable to say more. His body ached. His throat thirsted for water. His stomach cried for food.

6 Early the next morning he led the white men to the place he had found. It was many miles away, and much of the trail wound through dense jungle that made travel slow. On the way, Mauri told how he happened to find the secret place.

7 "I saw Tembo, king of the Great Ones," said

Mauri, "and I could see that the time of the Big Sleep was upon him, so I followed. He travelled many miles, and once I lost him. But I found his trail again. When next I saw him the Big Sleep had taken him, and he lay among many bones. I did not go any closer, but hurried to tell you!"

8 "Good lad!" The explorer slapped Mauri on his bare shoulder. "You shall be rewarded!"

9 About sundown, the white men found themselves on a broad, grassy plain. The leader took one look and shouted. "The boy is right! We've found it! This is the elephant graveyard. We're rich!"

10 A hundred yards away was Tembo, the king elephant that Mauri had followed. The great beast lay still among the white bones of scores of dead animals. The place was indeed a graveyard.

11 But the gleaming white skeletons scattered about were not those of elephants alone. Most of the bones belonged to other animals. Upon looking closer, the white men discovered to their dismay that a nearby water-hole was the cause of the wholesale deaths. The water contained strong deposits of alkali. When the dying elephant paused there to drink, the poisoned water had only hastened his death. The elephant graveyard told of in many stories had not been discovered after all.

12 Searchers believe that if only they could find the secret place where elephants go to die, there would be a fortune in ivory tusks. This strange

treasure, they say, would be worth hundreds of thousands – perhaps millions – of dollars.

- 13 It is quite possible that such a strange place really does exist. Even today, in one part of south-west Africa, a vast region of more than a hundred thousand square miles still remains largely unexplored. Big as they are, many elephants – alive or dead – could be hidden in such an area.

- 14 Another idea – that there may be an underwater graveyard – is sometimes suggested. Elephants love water. They often walk along on river-bottoms with just the tips of their trunks poking above the surface. Expert swimmers, elephants are able to swim for as long as six hours. There are many dried-up river-beds and lake-bottoms that have been found with piles of elephant skeletons in them.

- 15 Those who do not believe in underwater graveyards explain that through the years many elephants must die by drowning. Perhaps, in time, their bones are water-borne to certain areas of lakes and rivers and there collect in heaps.

- 16 For almost three hundred years men have argued about this subject. Some day, perhaps, we shall know for certain whether dying elephants travel to a secret place and, if so, where. Until then the elephants' graveyard will remain one of Africa's great mysteries.

## Thinking about the Story

51

1. Mauri raced through the jungle because he
  - A. thought he had great news to tell
  - B. was being chased by an elephant
  - C. had to reach camp by nightfall
2. Mauri's words to the animal-collectors likely
  - A. frightened them
  - B. excited them
  - C. amused them
3. Mauri led the collectors to the place where he had
  - A. seen the elephant the first time
  - B. lost the trail of the elephant
  - C. seen the elephant lying among many bones
4. At first sight the men thought the place was
  - A. nothing but a broad, grassy plain
  - B. the elephants' secret graveyard
  - C. a field where elephants shed their tusks
5. The men changed their minds when they saw
  - A. the bones of other animals lying about
  - B. ivory tusks among the bones
  - C. human footprints near the bones
6. Animals had died in this area because
  - A. their water-hole had dried up
  - B. hunters had shot them near their water-hole
  - C. the water had been poisoned by alkali deposits
7. Men still seek the elephants' graveyard because they
  - A. want to settle an argument
  - B. hope to find a fortune in ivory tusks
  - C. plan to sell elephant bones to museums
8. Paragraphs 13 and 14 suggest two
  - A. reasons for seeking the elephants' graveyard

- B. dangers in seeking the elephants' graveyard
  - C. ideas about where the graveyard might be found

9. The author does *not* tell us
  - A. that some people believe many elephants drown
  - B. why people believe that elephants have a secret graveyard
  - C. that part of Africa remains unexplored
10. According to the last paragraph, elephants
  - A. might have a secret graveyard
  - B. never have had a secret graveyard
  - C. must have a secret graveyard

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

1. Mauri had been racing through the jungle. Short, painful breaths through a person's open mouth are called g..... (1)
2. A large area of more than a hundred thousand square miles is largely unexplored. A large stretch of land different in some way from other areas is a r..... (13)
3. Elephants can swim for as long as six hours. Anyone who is e..... has special skill (14)

B. The word in capital letters is used in the story.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The SOURCE (2) Mauri searched for was
  - A. the spring from which a stream flowed
  - B. records that would give information

- C. the place from which a noise came
5. Anyone who is PAUSING (2) is
- groping for something, using paws
  - coming to a halt for a short time
  - resting for a long period of time
6. The word SCORNS (10) describes
- counts made in a game
  - bones piled in heaps of twenties
  - a very large but not exact number

C. Each sentence gives clues to a word  
Find and write the word.

7. Anyone who is very eager is a . . . . (1)
8. Anyone who feels alarm or fear has a feeling of d . . . . (11)
9. Layers of particular solids that have settled in water form d . . . . . (11)
10. The word u . . . . . means *not* travelled through by those trying to gather information. (13)

D. A SUFFIX is a special kind of ending. It changes the meaning of the word. With a suffix, a word is used in a different way.

You are *fierce*, act *fiercely*, show *fierceness*.

You *perform*, are a *performer*, give a *performance*.

You *protect*, are a *protector*, give *protection*.

Find in each sentence a word ending with a suffix. Check with the list before you write the word. Then underline the suffix.

Example: thorny

11. Thorny vines that fringed the path tore at Mauri's legs as he ran.
12. Suddenly he paused to look behind him.
13. His eyes were fearful.
14. But no ghost elephants made their appearance.
15. As he ran on, he paused now and then to tighten his grip on his axe.

16. At the camp, he told the chief collector that he had found the elephants' graveyard.
17. About sundown the next day, the men reached Mauri's discovery.
18. Every searcher felt dismay that it was not the elephants' graveyard.
19. There was no precious collection of ivory.
20. But some day, perhaps, an explorer may prove the old tales are true.

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*Two words in the list are not needed.*

<u>appearance</u>	<u>explorer</u>	<u>suddenly</u>
<u>collection</u>	<u>fearful</u>	<u>suddenness</u>
<u>collector</u>	<u>fearless</u>	<u>thorny</u>
<u>discovery</u>	<u>searcher</u>	<u>tighten</u>

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## 10/ AN ESCAPE FROM THE SHERIFF

- 1 As Edgar moved through the crowded fairground, he glanced about fearfully, watching for the sheriff. The crowd was thinning out now. Soon everyone would be going home. Edgar had no idea where he could hide then.
- 2 He regretted trying to steal the loaf that morning, but what was a starving boy to do? He could not find work and he refused to beg. Besides, he had replaced the loaf when the sheriff appeared. No harm had really been done. But Edgar shuddered, thinking of the cruel punishments that awaited thieves.
- 3 Meanwhile, all the wonders of a thirteenth-century fair surrounded him. Merchants displayed fine cloth and fragrant spices. Jugglers and acrobats proved their skills. A strong man strained

as he twisted an iron bar into a loop. There was much to interest any boy.

- 4 Edgar stopped before a roped-off enclosure. A black bear was dancing to the music of a lute. The huge beast seemed quite tame, for it shuffled about in time to the bear-tamer's playing. Then Edgar saw something else; a dish of tiny loaves. He stood rooted to the spot by the sight of the food.
- 5 Edgar did not notice when the onlookers wandered off. The act was finished and the bear-tamer was picking up the coins the people had thrown. Seeing the hungry look on the boy's face, he smiled and called out, "If you dare jump into the ring, lad, you may help yourself. But don't eat it all. Bruin here expects treats too."
- 6 The bear was stretched out like a large dog.



Hunger overcame shyness and fear, and Edgar climbed over the low rope. In a moment, the first loaf had disappeared, but Edgar was too shy to reach for another.

7 The man gently slid the dish forward. "You must be hungry. Here, have another."

8 Blushing, Edgar stammered his thanks. He ate more slowly now, ashamed of the hunger that made him appear so greedy. Just then, a deep laugh startled him.

9 "It looks as if you've found another hungry bear, Master Taylor."

10 Edgar turned to see a short, round man, dressed in the robes of a monk, stepping into the ring.

"Why, good day, reverend abbot," said the bear-tamer. "It's some time since we last saw you."

11 "I heard you were back and I just had to visit your amazing bear," laughed the little abbot. As he began tickling the bear's ears, the animal rolled its head like a playful pup.

12 Suddenly, the bear growled. A man had jumped from behind a tent-flap and pounced on Edgar. He gripped the boy tightly.

13 The abbot looked surprised. "What has the boy done, master sheriff?"

14 "Why, your reverence," replied the sheriff, "this vagabond tried to steal bread in the village this morning and I've been searching for him ever since. But he'll pay for his crime."

15 Taylor interrupted the sheriff. "But he's no criminal; he's but a poor, starving boy." The bear-tamer turned to Edgar. "Isn't there enough to eat at home, lad?"

16 Edgar bit his lip. "Nay, master, I have no home. The great sickness took my mother and father last winter."

17 "How much bread did the boy try to steal?" inquired the abbot.

18 "'Twas a penny loaf, your reverence." The sheriff spoke with respect. After all, the abbot was the

most important man in the sheriff's district.

19 The abbot angrily tossed a coin into the bear's corner. "You're a brave man, sheriff, to be hunting starving boys. Let's see if you have courage enough to bring me that penny."

20 The sheriff hesitated when the bear stood up and glared at the man who had startled it. Then the abbot asked, "Could you get it, lad?"

21 "Go ahead," said Taylor, with a wink. Edgar, his heart pounding, slowly picked up the penny from under the bear's very nose. The shaggy giant looked on with sleepy eyes.

22 The abbot was usually a man of peace, but now he bellowed. "The debt is more than paid, sheriff. Take this money and begone!"

23 Begging the abbot's pardon, the sheriff made off. Edgar could scarcely find words to thank the two men.

24 Taylor smiled and said, "I think Bruin likes you, lad. If you're looking for work, I have need of an apprentice. I have little money, but you'll eat well and see a lot of the world with us."

25 The abbot beamed when Edgar agreed to the offer. "You'll find Taylor a kind master." Then he turned to Taylor. "I'll be looking forward to seeing some new tricks from your apprentice bear-tamer when you come this way again."

- As he wandered round the fairground, Edgar  
 felt  
 A. frightened and hungry  
 B. excited and interested  
 C. happy and contented
- Edgar watched for the sheriff because he had  
 A. promised Edgar work  
 B. seen Edgar begging  
 C. seen Edgar trying to steal bread
- The sights seen by Edgar included  
 A. jugglers and fire-eaters  
 B. acrobats and puppet-shows  
 C. acrobats and jugglers
- The sight that most interested Edgar was  
 A. the dancing bear  
 B. a dish of loaves  
 C. the bear-tamer
- The bear-tamer told Edgar he could help himself if he  
 A. picked up the coins  
 B. tended the bear for a few minutes  
 C. dared to jump into the ring
- The bear seemed to be quite tame until  
 A. Edgar ate two tiny loaves  
 B. the abbot tickled its ears  
 C. the sheriff suddenly appeared
- The abbot and the bear-tamer helped Edgar by  
 A. taking his side against the sheriff  
 B. making the bear bite the sheriff  
 C. hiding him from the sheriff
- The sheriff did not pick up the abbot's penny because he did not have  
 A. any respect for the abbot

- enough courage to go near the bear
- any need for the money

- When Edgar picked up the penny, the sheriff likely felt  
 A. foolish  
 B. happy  
 C. brave
- The ending of the story suggests that  
 A. the abbot will punish the sheriff  
 B. Edgar will be happy with the bear-tamer  
 C. Edgar will become a monk

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word

- A man was looking for Edgar because the boy had tried to steal a loaf of bread.  
 An officer who arrests law-breakers is sometimes called a            (1)
- The dancing bear was a huge beast.  
 Anyone who has moved about without lifting his feet from the ground has            (4)
- A man jumped out suddenly and gripped Edgar.  
 Anyone who has made a sudden swoop to grasp something has            (12)
- The word in capital letters is used in the story.  
 Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.
- Anything that is described as **FRAGRANT** (3)  
 A. frays very easily  
 B. is only a small piece or fragment

C. has a pleasing scent or smell

5. The word REVEREND (10) shows respect for a man who is

A. the head of a religious group  
B. a teacher who trains apprentices  
C. the manager of a travelling fair

6. Anyone who is a VAGABOND (14)

A. is proved to be a thief  
B. has no home and wanders from place to place  
C. belongs to a tribe of gypsies

- C Each sentence gives clues to a word.

Find and write the word.

7. Anyone who has trembled with fear has s . . .  
..... (2)  
8. The plural form t . . . . means persons who steal others' belongings. (2)  
9. An a . . . . is the head of a group of religious men called monks. (10)  
10. An animal with a coat of rough, coarse hair is said to be s . . . . . (21)

- D. Many words are made up of a BASE WORD with prefixes or suffixes or both. In the longer word, letters may be dropped or changed.

awaken = a- + WAKE + -en    cosy    cosy + -ly

Find in each sentence the three-syllable word that has been formed from a base word. Write the

word. Check with the list before you mark the syllables.

Example: a|wait|ed

11. In Edgar's time, cruel treatment awaited any thief.  
12. Though fearing arrest by the sheriff, Edgar stopped before a roped-off enclosure.  
13. When the black bear finished its dance, Edgar remained unmoving.  
14. He was looking hungrily at a dish of loaves.  
15. When he was told to help himself, the first loaf disappeared in a moment.  
16. Because he felt ashamed of showing such greediness, he ate the next loaf slowly.  
17. Events moved quickly when two visitors appeared in turn.  
18. In the end, Edgar suffered no punishment for his attempt to steal.  
19. The sheriff made off, still respectful to the abbot.  
20. Edgar could scarcely find words to express his thankfulness.

*Two words in the list are not needed.*

a wait ed	greed i ness	re spect ful
dis ap peared	home less ness	thank'ful ness
en clo sure	hun gr ly	un mov ing
en joy ment	pun,ish ment	vis i tors

# 11/ SIX BROWN PENNIES

C. C. Abrahall

- 1 "What are you doing there, child?"
- 2 Nine-year-old Eileen Joyce picked herself out of the shrubbery and faced the music-teacher at the window.
- 3 "L-I-listening," she stammered. "I-I was standing on that ledge and I fell."
- 4 "Come to the music-room after school," said Sister Augustine kindly.
- 5 When Eileen reported, Sister Augustine questioned her and learned that her father was a gold-miner and that the family had not long before left Tasmania to join him in Boulder City. School was strange to her, for she had been taught at home by her mother. And the piano in the music-room was the first Eileen had heard.
- 6 "But I can play the mouth-organ," she volunteered, pulling one out of her pocket. "Daniel taught me. Daniel found Twink – that's my pet kangaroo – for me when he ran away."
- 7 She played "John Peel" for Sister Augustine.
- 8 "Daniel was a good teacher," Sister remarked.
- 9 "Will you teach me to play the piano?" Eileen's voice was almost pleading.
- 10 Sister had to explain that to take music lessons cost sixpence. Eileen knew at once that getting the money would be a problem.
- 11 When she asked her mother for sixpence for music lessons, the answer was as she expected. "It's out of the question, Eileen. If I could spare

it now, it's only the beginning – and we need so many things."

- 12 Tears came to Eileen's eyes. To comfort her a little, Mrs. Joyce promised to take Eileen on Saturday to her uncle's hotel. There was an old piano there and Eileen could try it out.
- 13 Eileen's uncle greeted his visitors warmly.
- 14 "I promised I'd show her the piano," Mrs. Joyce explained.
- 15 He pointed to an instrument with half the ivories chipped off the keys. "A bit of a wreck, but there it is."
- 16 Mrs. Joyce showed her daughter how to play a five-finger exercise, which was all she could remember. The little girl set to work, the keys groaning and creaking as she played them. But she was happy, and happier still when her uncle invited her to come back any time to play the piano.
- 17 That very evening, for the first time, Eileen heard real music from a piano. Old Mrs. Swift, for whom Eileen often ran errands, asked her if she would like to go to a concert. There Eileen listened breathlessly, thrilled by the melody and rhythm. She became more determined than ever to get that sixpence.
- 18 The next evening, with Twink on his leash, Eileen made her way back to the hotel. She sat down on the steps close to where some of the miners were lounging.

Adapted from *Prelude* by C. C. Abrahall by permission of Oxford University Press.



19 "I've come to see my uncle," she explained. "He's the owner of the hotel. Shall I give you a tune?" She pulled out her mouth-organ.

20 "We don't want no kids' noises around here."

21 But Eileen was already playing.

22 "That kid's good!" One of the miners laughed good-naturedly. "Here, catch a penny!"

23 Another followed his example. Eileen, excited because her plan was working, played with great spirit. Soon the men were singing to the gay tunes.

24 "Can ye do with a brownie?" asked one big man, flipping a penny into her lap. "Come on, lads," he urged, "give the little 'un something."

25 Three more pennies! With the one Mrs. Swift had given her for fetching potatoes, she'd have enough!

26 Just then her uncle came out. "Eileen!" He was surprised to find her there. "You're only to come in the mornings, you know. Come when we're closed."

27 "Thank you, Uncle. I'll remember."

28 For safe-keeping, she hid her pennies in a little tin box in Twink's shed. When she went there the next morning, Percy, the boy next door, was coming out of the shed. Looking inside, Eileen saw that the lid was off the box. She sprang at Percy so suddenly that he sprawled on the ground. She caught his closed fist and bit it. Percy howled, and the pennies rolled on the ground.

29 At this moment Eileen's father appeared. He sent Percy home and marched Eileen into the house. "This girl has got to learn not to fight," he told his wife.

30 Eileen rescued her pennies as soon as she had a chance. Next morning she went straight to the music-room – and to her first lesson on the piano.

31 The six brown pennies Eileen had worked and fought for were only a start. More help came when

she had proved her talent. The miners began an "Eileen fund" with their winnings at gambling. And Eileen herself worked to earn money for lessons. In the end, people all over the world knew of Eileen Joyce, the famous pianist who had first played on a battered piano in a mining-town hotel.



1. The "six brown pennies" are important because they paid for a nine-year-old's first  
A. concert  
B. mouth-organ  
C. piano lesson
2. The first event in the story proves that  
A. Eileen liked music  
B. the music-teacher was cross  
C. Eileen's father was a gold-miner
3. The pet that gives a clue about where the story happened is  
A. a fawn  
B. a kangaroo  
C. a koala
4. Eileen began to worry about getting sixpence when she  
A. needed a new mouth-organ  
B. was told to report after school  
C. heard what a piano lesson cost
5. Eileen expected no help from her parents because  
A. her father didn't like music  
B. the family needed money for other things  
C. her mother usually answered crossly
6. Eileen's uncle helped her by  
A. hiring her to run errands  
B. inviting her to a concert on Saturday  
C. letting her play the piano in his hotel
7. Paragraph 17 mainly tells how Eileen  
A. first heard real music from a piano  
B. planned to get the money  
C. ran errands
8. When Eileen went out the next evening, her plan was to  
A. hear another piano concert  
B. play the hotel piano again  
C. earn money by playing her mouth-organ
9. Eileen almost lost her six pennies when  
A. Twink buried them  
B. Percy tried to steal them  
C. her father took them
10. In the end, people learned of Eileen Joyce because she  
A. proved to be a great pianist  
B. fought for sixpence  
C. was helped by miners

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

1. Eileen stood on it before she fell into the shrubbery below the window.  
A narrow shelf is a l . . . . (3)
  2. When tears came to Eileen's eyes, Mrs. Joyce promised a chance to try an old piano.  
Anyone who tries to make a disappointment easier to bear tries to o . . . . someone. (12)
  3. Eileen was thrilled by the melody and rhythm of the music played on the piano.  
A musical performance is a c . . . . (17)
- B. The word in capital letters is used in the story. Look back at the paragraph to see how the word

is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Anyone who has VOLUNTEERED (6) has
  - A. been drafted to serve in an army
  - B. been forced to do something
  - C. done something without being forced to
5. Anyone who is DETERMINED (17) is
  - A. firm in carrying out some purpose
  - B. easily made to stop
  - C. hopeless about carrying out a plan
6. Those who are LOUNGING (18) are
  - A. wishing eagerly for something
  - B. sitting or standing about lazily
  - C. resting in bed

C Each sentence explains a word and gives its first letter. The paragraph number follows.

Find and write the word.

- 7 A clump of woody plants smaller than trees is called s—. (2)
8. Anyone who is asking very earnestly for something is p— for it. (9)
9. Short trips to carry messages or fetch things are e—. (17)
- 10 The main tune or air of a musical selection is its m—. (17)

11. A strap or cord used to control an animal is a l—. (18)

12. A natural power to do something well is called t—. (31)

D. A word that has added the suffix LY tells *how*.  
 angrily = in an angry way or manner  
 pleasantly = in a pleasant way or manner

Find in each sentence a word with the suffix LY.  
 Write the word.

13. Eileen had listened eagerly to the first piano she had ever heard.
14. After school, she asked hopefully if Sister Augustine would teach her
15. When she heard the cost of a lesson, she knew instantly that money would be a problem.
16. On Saturday, she played happily on the battered instrument in her uncle's hotel.
17. That evening, she listened breathlessly to real music from a piano.
18. The following night, at the hotel, a miner good-naturedly tossed her a penny.
19. Excitedly, Eileen kept on with her mouth-organ concert till her uncle sent her home.
20. Back at school, Eileen took her six brown pennies directly to the music-room.

## 12/ KEEPER OF THE APES

Len Shaw

1 Corporal Alfred Holmes has the only job of its kind in the world. He is the "Keeper of the Apes" on Gibraltar.

2 Gibraltar, a mountain at the southwest corner of Spain, stretches towards Africa and guards the entrance to the Mediterranean Sea. Its height of fourteen hundred feet allows an observer to see the Atlantic Ocean, the Mediterranean Sea, Spain, and North Africa. Britain has owned the Rock, as it is called, for more than 260 years. For just as long, Spain has been eager to reclaim it. The Spanish say that "When the Apes leave the Rock, the British will also go". The saying has likely helped to make the British good keepers of the apes.

3 The brown, tailless animals are called Barbary Apes. Several hundred years ago, some apes were probably brought from the Barbary Coast of North Africa.

4 The apes live in two packs, the Queen's Gate pack lower down the Rock, near the town of Gibraltar, and the wilder Middle Hill pack farther up the Rock. Each pack is kept to seventeen, and any apes above that number – or any troublesome apes – are sent to live in some zoo.

5 Corporal Holmes knows by name every one of his thirty-four charges. He shampoos and brushes them, takes them for walks, and puts them in hospital if they are sick. If one of them does not

show up for a day or two, he goes looking for the animal. For fifty years the British Colonial Office has been supplying money to feed the apes.

Corporal Holmes is allowed sixpence a day (about ten cents) for each ape. Apples, melons, carrots, sweet potatoes, and peanuts are put out at 9 a.m. and 4 p.m. The apes also feed on the roots and berries that grow on the Rock and on gifts of food from tourists.

6 Though the apes welcome any food they are offered, they will not let tourists stroke or pet them. If they are petted, the younger ones begin to cry and an older ape comes to the rescue. Visitors are sometimes bitten, but Corporal Holmes always defends his pets. "They wouldn't harm anyone willingly," he says.

7 One visitor was watching Corporal Holmes as he examined the fur of one of the apes. Suddenly another ape jumped down from a wall near by. He landed on the visitor's shoulders, wrapped his feet around the man's neck, and poked a finger into his hair.

8 "Get off at once, Dudley," shouted Corporal Holmes. "That's no way to treat a guest!"

9 As a rule, only the Queen's Gate pack pays much attention to people. But the Middle Hill pack once lined up on a wall and clapped as the British soldiers passed on a training march over the Upper Rock.

Adapted by permission from "Guardian of the Apes" by Len Shaw. First published in *Holly Leaves*, London, Christmas 1968.

- 10 Sometimes, too, the wilder Middle Hill pack decides to raid the town. They come down the hill pell-mell, the leaders followed by the mothers whose babies cling fearfully to their backs. They clamber over roof-tops, slide down drain-pipes, enter open windows, and scatter garbage. The raiding party can do much damage. They have been known to steal fruit, dig up potatoes, frighten children, destroy clothes, and even sleep in beds!
- 11 Corporal Holmes does not want his apes to get into trouble. When he sees a raid starting, he tries to drive the apes back to their own area. Sometimes he does not have much success until Loco appears on the scene. Loco is a large brown dog. He runs back and forth among the apes, waving his tail and barking.
- 12 "Roust them up, Loco!" calls Corporal Holmes. "Roust them up!"
- 13 The apes scatter in all directions. But they do turn back up the hill. Barking joyously, Loco then runs to the Corporal.
- 14 A pack of apes would turn on any other dog and tear him to pieces. But Loco is different. Corporal Holmes found him – a lost pup about two months old – and carried him along on a visit to the apes' den. One of the apes named Minnie immediately began mothering him. Soon Loco was like a member of the Queen's Gate pack and he began acting more like an ape than a dog. He even ate the apes' food. As he became older he made friends with the Middle Hill pack as well and could be found eating and sleeping with either pack. The apes' fondness for him has made Loco a great help to Corporal Holmes.
- 15 The kindly "Keeper of the Apes" feels that his work is important. He is caring for the animals that he loves. But he is doing more – in his own way, Corporal Holmes is helping to keep the Rock for Britain.

- Another title for this story could be
  - "Loco the Dog"
  - "The Rock of Gibraltar"
  - "Gibraltar's Barbary Apes"
- Both Spain and Britain want Gibraltar because
  - it guards the entrance to the Mediterranean Sea
  - it is fourteen hundred feet high
  - apes from the Barbary Coast live there
- It is said that Britain will lose Gibraltar if the apes
  - increase in number
  - are not properly cared for
  - leave the Rock
- This saying is one reason for Britain's
  - letting the apes do as they please
  - taking good care of the apes
  - keeping the apes to two packs
- The two packs are different because the Middle Hill apes
  - have no tails
  - are wilder
  - number more than seventeen
- Corporal Holmes's care of the apes includes
  - shampooing and feeding them
  - brushing and petting them
  - supplying money and collecting gifts
- Which statement is *not* true?
  - The apes take food from tourists.
  - The apes like tourists to pet them.
  - The apes sometimes bite tourists.
- The main idea of paragraph 10 is
  - the Middle Hill pack's raid on the town

- the apes' salute to marching soldiers
- Dudley's naughtiness

- Loco is good at helping to control the apes because
  - Corporal Holmes trained him
  - Loco grew up with them and won their trust
  - the apes are afraid of dogs
- The "Keeper of the Apes" likes his work
  - because no other job is like it
  - because it keeps Gibraltar British
  - for more than one reason

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

- Gibraltar is a mountain at the entrance to the Mediterranean Sea.

The measure of its distance above sea level is the h..... of a mountain. (2)

- Corporal Holmes is allowed sixpence a day to feed each ape.

Those who have been giving what is needed have been s..... something. (5)

- Corporal Holmes believes the apes would not willingly harm a visitor.

Anyone who speaks in favour of those thought to be doing wrong d..... them. (6)

B. The words in capital letters are used in the story. Look at the paragraph to see how the words are used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

- Apes that are **TROUBLESOME** (4) are those that



- A. misbehave or cause trouble
- B. feel unhappy because they are troubled
- C. are put into a hospital
- 5. The pack of apes that PAYS ATTENTION TO (9) people
  - A. is polite to them
  - B. listens to their speeches
  - C. notices what they are doing
- 6. The command to ROOST UP (12) the apes means that Loco must
  - A. send them to roost in trees
  - B. drive the apes home
  - C. chase them along the same path

C. Each sentence explains a word and gives its first letter. The paragraph number follows.

Find and write the word.

- 7. A soldier ranking next below a sergeant in the army is a c—. (1)
- 8. A country that demands the return of an area that once belonged to it wishes to r— it. (2)
- 9. Anything that is very likely to be true is p— true. (3)
- 10. Anyone who cleans or washes hair s— it. (5)
- 11. Those who act in a way that shows fear act f—. (10)
- 12. Anyone who acts with enjoyment acts j—. (13)

D. The letters ER may add the meaning "more" or the meaning "one who".

tameER = "more" tame      ownerER = "one who" owns  
 higherER = "more" high      riderER = "one who" rides

Find and write the word with ER added. Then give the meaning of ER: "more" or "one who".

Example: observer — one who

- 13. Any observer on the Rock can tell why Gibraltar is important to Britain.

- 14. As keeper of the apes, Corporal Holmes helps to hold the Rock.
- 15. One pack of apes lives lower down the Rock than the other.
- 16. The wilder pack is not kept so near the town.
- 17. If they are petted, the younger apes begin to cry.
- 18. An older ape comes to their rescue.
- 19. When someone is bitten, Corporal Holmes becomes a defender of his pets.
- 20. But without his helper, Loco, even Corporal Holmes might find his charges troublesome.

## 13/ THE TALL WALKERS

Florence M. McLaughlin



1 Have you ever tried walking on stilts? If you had lived in the fens of England hundreds of years ago, you would have had to use stilts to walk about on the wet, low-lying land.

2 Stilts were named after a water-bird. The stilt is a wading bird. Its body is smaller than that of a pigeon but its legs are very long and thin.

3 The stilts used by the fen-dwellers were long poles with blocks or rings of wood at the bottom to stop the poles from sinking too deeply into the mud. On the stilts, about five or six feet above the ground, were foot-rests. The wearer would place his feet on the foot-rests, fasten the stilts to his legs below the knees, and walk, using the stilts like crutches. A stilt-walker could take very long steps, travelling up to nine miles an hour – as fast as a horse trots. Sometimes the stilt-walker carried a long pole to help him keep his balance. If he wanted to rest, he could place the pole behind him and lean on it.

4 In the 1600s a law was passed stating that the fens were to be drained for farmlands. The people who lived there were very much disturbed. Even though it was an unhealthy place to live, they loved the marsh that was their home. Draining the land would spoil their hunting and fishing. Whenever a drain was dug, they went out on their stilts at night and blocked it. Finally a ruler named Cromwell sent for an engineer from Holland. The Dutch engineer drained the fens with a system of waterways. The windmills pumped water from these into channels that carried it to the sea.

- 5 After angry disputes about the ownership of the land, some of the fen-men found themselves homeless. When they moved away from the fens, their skill at walking on stilts was noticed and admired. Some fen-men became acrobats. They amused people watching from the balconies around the inn-yards by doing tricks on stilts. Soon stilt-walking spread to other parts of England.
- 6 On the Continent, as in the fens, stilt-walking had been known for hundreds of years. The city of Namur in Belgium was famous for its stilt-walkers. Once the Governor of Namur was asked to provide soldiers who neither rode nor walked. He sent an army of men on stilts.
- 7 In southwestern France there is a district called Les Landes. Ridges keep the rivers from emptying into the sea. Because of this, large sandy areas are partly flooded; here and there are patches of grassland. Sheep still graze on these pastures, watched over by shepherds on stilts. These men sometimes have long poles with flat boards on top that make it possible for them to sit and rest without getting off the stilts.
- 8 Like the fen-men, men from Les Landes have been famous acrobats. They do tricks such as pretending to fall and then rising to full height on their stilts. They can also travel long distances at great speed. One Frenchman from Les Landes took only fifty-eight days to walk from Paris in France to Moscow in Russia.
- 9 A long way from Europe, people in the South Sea Islands also made stilts for themselves. One tribe from the Marquesas Islands is still noted for its dances, done on richly carved stilts six feet tall.
- 10 In many countries, boys and girls enjoy stilt-walking. If you wish to try this sport, all you need is a pair of clothes-line poles about six feet long.

Try to get good tough wood with no splinters. Twelve to eighteen inches from the bottom of each pole, firmly fasten a wooden block for a foot-rest. To get on your stilts, you may need to stand on a porch or chair. Grasp the tops of the poles firmly. After you have learned to keep your balance, you will soon walk with ease. With practice, you can even stand still on your stilts. If you wish to buy stilts rather than make them, you should be able to find them in a sporting-goods store. Ready-made stilts can be adjusted to different heights.

- 11 Stilt-walking started as a way to travel over wet land. Now it is a world-wide amusement. Clowns eight feet tall zigzag on stilts in circus parades. Trick-skaters show their skill on stilts fitted to their skates. And boys and girls can become giants, striding along with big steps – just by putting on a pair of homemade stilts.

1. In England, stilt-walking began
  - A. as a sport
  - B. as a circus trick
  - C. as a way of walking through fens
2. Stilts were named after a water-bird because
  - A. a stilt wades about on long, thin legs
  - B. its body is a little smaller than that of a pigeon
  - C. it lives in the fens
3. The life of the stilt-walkers changed after
  - A. a ruler sent an army against them
  - B. the fens were drained by a system of waterways
  - C. the marshy land became parks
4. Stilt-walking spread to other parts of England
  - A. as a way of avoiding wet feet
  - B. as a race at fairs
  - C. as an amusement
5. A city on the Continent famous for stilt-walkers was
  - A. Namur in Belgium
  - B. Nantes in France
  - C. Naples in Italy
6. A likely reason for using stilts in the district of Les Landes is that
  - A. many wolves roam in the area
  - B. the whole area is flooded
  - C. shepherds have a better view of their flocks
7. In the South Sea Islands, stilts are used for
  - A. hopping
  - B. dancing
  - C. skating

8. Paragraph 10 lists
  - A. reasons for children's enjoyment of stilts
  - B. details about making and using stilts
  - C. the uses of stilts
9. The hardest thing to learn in stilt-walking is
  - A. putting your feet on the foot-rests
  - B. grasping the poles firmly
  - C. keeping your balance
10. According to this story, stilt-walking has a long history
  - A. of different uses in different places
  - B. as an amusement for children in Europe
  - C. only in England

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

1. In the 1600s, a law was passed about the wet, low-lying land called the fens.  
Land that is made drier by a system that carries water away is d..... (4)
2. A man from Holland made the fens into farmlands by building a system of waterways.  
A man who designs and builds a system of roads, canals, or railways is an e..... (4)
3. The fen-men amused watchers by doing tricks on stilts.  
Those who can do clever things by skilful use of their bodies are a..... (5)

B. The word in capital letters is used in the story.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. A stilt-walker who tried to keep his **BALANCE** (3)

A. made sure he deposited enough money in his account at a bank  
B. did not lose his temper  
C. tried to remain upright

5. People on **BALCONIES** (5) are standing on  
A. railed platforms built on an outside wall  
B. staircases leading to upper storeys  
C. high platforms for lookouts in a castle

6. Stilts that can be **ADJUSTED** (10) can be  
A. changed to suit a particular person  
B. set into proper order  
C. made just or fair

C. Each sentence explains a word and gives its first letter. The paragraph number follows.

Find and write the word.

7. Anyone who is upset or troubled is d—. (4)  
8. Quarrels or arguments are d—. (5)  
9. To supply or furnish something is to p— it. (6)  
10. A stretch of land different in some way from other areas is a d—. (7)  
11. Measures of space between places are d—. (8)  
12. Thin, sharp pieces on the surface of wood are splinters or s—. (10)

D. Many words begin with the syllables AC, AD, DIS, PER, or PRO.

Choose the word needed in the sentence. Write the word and draw a line after the first syllable.

Example: dis|trict

13. district disturb / In England, the practice of stilt-walking began in the || called the fens.

14. dispatched disturbed / Fen-dwellers were || when their lands were to be drained.  
15. discuss disputes / After the waterways were built, there were || about the land.  
16. accidents acrobats / Some of the homeless fen-men became ||.  
17. performed perfumed / They || in inn-yards before watchers on the balconies.  
18. provide provoke / The Continent has been able to || skilful stilt-walkers too.  
19. distance distinct / One man walked the || between Paris and Moscow in fifty-eight days.  
20. adjusted admitted / If stilts are || to your height, you too can enjoy the sport.



## 14/ OVER THE FALLS

Andy O'Brien

1 On the morning of July 9, 1960, a seven-year-old boy became the first to live through an accidental trip over Niagara Falls. Others who have lived through a journey over the falls have been in barrels; Roger Woodward made the trip in a life-jacket and bathing-trunks.

2 James Honeycutt was visiting the Woodward family at their home near Niagara Falls, New York. When Honeycutt suggested a boat-ride, Mr and Mrs. Woodward refused the invitation, but said that Roger and seventeen-year-old Deanne could go. "Take your bathing-suits and have a swim," said Mrs. Woodward.

3 Honeycutt settled his passengers in the boat and started the outboard motor. He headed out into the river five miles above the falls.

4 Four miles down the river they passed a dam. Below the dam the river was narrower and the water-flow much faster. Deanne became uneasy. She could now plainly see the rapids and the white spray overhanging the falls.

5 Honeycutt turned the boat. Suddenly the motor began to race wildly. He shut off the motor, moved quickly to the middle of the boat, and began to row furiously. But the strong current carried the boat along.

6 Honeycutt yelled at Deanne, "Put on that life-jacket." It was the only one left in the boat - Roger had already put on the other one.

7 Roger was frightened. He screamed, "We're going to die." Deanne tried to comfort him.

8 She yelled, "We'll go swimming when we get back, Roger."

9 He cried, "I don't want to go swimming."

10 Honeycutt barked, "Hold tight."

11 They were now into white water. The boat pitched down and then upwards into a twisting somersault, throwing all three into the water.

12 Deanne bobbed up and grabbed the boat. The current carried the overturned boat close to Terrapin Point on Goat Island, half a mile above the brink of the falls.

13 A tourist standing on Terrapin Point saw the boat and Deanne. He clambered over the guard-rail and shouted to Deanne to swim to him. As the boat swept by, Deanne let go and was able to clutch the man's thumb. With the help of another tourist, Deanne was pulled from the current.

14 As they stretched her out on the ground, Deanne kept crying, "Save my brother." Roger and Honeycutt had already vanished over Horseshoe Falls, the wider falls on the Canadian side of the Niagara River.

15 At the base of Horseshoe Falls, Captain Keech was at the wheel of the *Maid of the Mist*. He caught sight of the orange life-jacket worn by Roger. Keech turned the boat away from the boy so that the twin propellers churning underwater

might not injure him. Then he circled upstream towards the American Falls. The boy was swept by, screaming in terror at the sight of the boat moving away from him.

- 16 Keech headed through the foaming currents and turned to approach from upstream. He ordered the First Mate and a deckhand to stand ready with a life-preserver.
- 17 As the boat neared the boy, Keech slowed it. Twice the life-preserver was thrown. Both times it was lifted beyond the boy's reach by huge waves.
- 18 On the next throw Roger grabbed it. The men hauled in cautiously lest the boy roll back into the pitching water. One of the men climbed over the rail, clutched the boy, and pulled him up.
- 19 Roger kept yelling, "My sister is still in there. Save Deedee."
- 20 Roger was taken ashore and rushed to hospital, while another boat continued the search for Deanne and Honeycutt. Word finally came from the police on the American side that the girl was safe, but that Honeycutt had gone over with the boy.
- 21 By the time his parents got to Roger, the story of his amazing journey had been flashed round the world.
- 22 When interviewed, Roger explained, "I knew I was going over. When I was at the top my feet were down and my head up, then my head was down and my feet were up. I was wearing running-shoes, but I guess they got torn off. Jim had me in his arms as we went over the top of the falls, but we got separated."
- 23 What had started as a pleasant boat-ride turned into a harrowing adventure that Roger and Deanne would never forget. The falls had nearly claimed their lives, and had taken the life of their companion. Four days later the body of James Honeycutt was washed ashore near the *Maid of the Mist's* dock.

1. When he lived through the first accidental trip over the falls, Roger was
    - A. six years old
    - B. seven years old
    - C. seventeen years old
  2. Roger's sister Deanne became uneasy when
    - A. James Honeycutt suggested a boat-ride
    - B. the boat was five miles above the falls
    - C. the boat passed a dam about a mile from the falls
  3. The boat was caught in the fast current after
    - A. the outboard motor had to be shut off
    - B. James Honeycutt lost the only oar
    - C. more water poured through the dam
  4. When Roger became frightened, Deanne
    - A. put a life-jacket on him
    - B. tried to comfort him
    - C. said he should hold tight
  5. Deanne was rescued above the falls
    - A. by tourists at Terrapin Point
    - B. by fishermen in a boat
    - C. by the crew of the *Maid of the Mist*
  6. Roger was swept over
    - A. Terrapin Point
    - B. the American Falls
    - C. Horseshoe Falls
  7. Roger screamed when he saw the *Maid of the Mist* because
    - A. he might be hurt by the propellers
    - B. the boat was leaving him
    - C. it was moving towards him
  8. Roger's rescue was
    - A. simple
    - B. easy
    - C. difficult
  9. The interview reported in paragraph 22 describes how
    - A. Roger went over the falls
    - B. James Honeycutt's body was found
    - C. Roger and Deanne felt after their adventure
  10. A safety rule that might have saved James Honeycutt's life is that
    - A. all persons in motor-boats should wear life-jackets
    - B. each motor-boat should have a pair of oars
    - C. people should not stand up in a boat
- ### Thinking about the Words
- A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling. Write the whole word.
1. A tourist was standing behind a guard-rail at Terrapin Point.  
Anyone who has made a difficult climb over something has c ..... over it. (13)
  2. The *Maid of the Mist* had two of them, churning underwater.  
Underwater shafts with blades that drive a ship are p ..... (15)
  3. Roger thought his sister had not yet been saved, and another boat searched for her.  
Anyone who has kept on with something has c ..... it. (20)
- B. The word in capital letters is used in the story. Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. When Honeycutt SETTLED (3) his passengers in the boat, he
  - A. made them stop quarrelling
  - B. saw that they were comfortably seated
  - C. gave them life-jackets and adjusted them
5. The overhanging SPRAY (4) was
  - A. a large, well-arranged bouquet of flowers
  - B. fine mist from an attachment on a hose
  - C. tiny drops of water thrown up from the falls
6. An action that is done CAUTIOUSLY (18) is performed
  - A. powerfully
  - B. with great care
  - C. with warning words

C. Each sentence explains a word and gives its first letter. The paragraph number follows.

Find and write the word.

7. Anyone who has said no has r—. (2)
8. A request to have someone go with or visit a person is an i—. (2)
9. Anyone who is disturbed or troubled is u—. (4)
10. Anyone who acts with great power or energy acts f—. (5)
11. Anyone who is questioned for information to give to the public is i—. (22)
12. Anything that causes great sorrow or distress is h—. (23)

D. Words that add suffixes may drop or change letters. Sometimes a consonant is doubled.

Find in each sentence a base word that needs a suffix. Using the list below, write the correct word. Underline the suffix.

Example: accidental

13. The first person to survive an accident trip over Niagara Falls was a seven-year-old boy.
14. Roger and Deanne were allowed to accept Mr. Honeycutt's invite to go on a boat-ride.

15. After the boat somersaulted, Deanne clung to it until a tour saved her.
16. Meanwhile Honeycutt and Roger had vanished on the Canada side of the river.
17. The *Maid of the Mist* turned aside to keep the boy safe from the twin propeller.
18. On his next approach, Captain Keech had men ready with a life-preserver.
19. In an interview later, Roger gave an explanation of his journey over the falls.
20. What had started as a pleasurable boat-ride had become a harrowing adventure.

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Two words in the list are not needed.

accidental	life-preserver
amazement	pleasant
Canadian	propeller
explanation	tourist
invitation	traveller

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# 15/ THE CONJURER'S REVENGE

Stephen Leacock

1 "Now, ladies and gentlemen," said the conjurer, "having shown you that the cloth is absolutely empty, I will proceed to take from it a bowl of goldfish. Presto!"

2 All round the hall people were saying, "Oh, how wonderful! How does he do it?"

3 But the Quick Man on the front seat said in a big whisper to the people near him, "He had it up his sleeve."

4 Then the people nodded brightly at the Quick Man and said, "Oh, of course"; and everybody whispered round the hall, "He-had-it-up-his-sleeve."

5 "My next trick," said the conjurer, "is the famous Indian rings. You will notice that the rings are apparently separate; at a blow they all join (clang, clang, clang) - Presto!"

6 There was a general buzz of surprise till the Quick Man was heard to whisper, "He-must-have-had-another-lot-up-his-sleeve."

7 Again everybody nodded and whispered, "The-rings-were-up-his-sleeve."

8 The brow of the conjurer was clouded with a gathering frown.

9 "I will now," he continued, "show you a most amusing trick by which I am able to take any number of eggs from a hat. Will some gentleman kindly lend me his hat? Ah, thank you. Presto!"

10 He took out seventeen eggs, and for thirty-five seconds the audience began to think that he was wonderful. Then the Quick Man whispered along the front bench, "He-has-a-hen-up-his-sleeve", and all the people whispered it on. "He-has-a-lot-of-hens-up-his-sleeve."

11 The egg trick was ruined.

12 It went on like that all through. It seemed from the whispers of the Quick Man that the conjurer must have concealed up his sleeve - in addition to the rings, hens, and fish - several packs of cards, a loaf of bread, a doll's cradle, a live guinea-pig, a fifty-cent piece, and a rocking-chair.

13 The reputation of the conjurer was rapidly sinking below zero. At the close of the evening he made a final effort.

14 "Ladies and gentlemen," he said, "I will present to you, in conclusion, the famous Japanese trick recently invented by the natives of Tipperary. Will you, sir," he continued, turning towards the Quick Man, "will you kindly hand me your gold watch?"

15 It was passed to him.

16 "Have I your permission to put it into this bowl and pound it to pieces?" he asked savagely.

17 The Quick Man nodded and smiled.

18 The conjurer threw the watch into the bowl



and grasped a sledge-hammer from the table. There was a sound of violent smashing. "He's—~~shipped-it-up-his-sleeve,~~" whispered the Quick Man.

- 19 "Now, sir," continued the conjurer, "will you allow me to take your handkerchief and punch holes in it? Thank you. You see, ladies and gentlemen, there is nothing hidden; the holes are visible to the eye."
- 20 The face of the Quick Man beamed. This time the real mystery of the thing fascinated him.
- 21 "And now, sir, will you kindly pass me your silk hat and allow me to dance on it? Thank you."
- 22 The conjurer made a few rapid steps with his feet and showed the hat crushed beyond repair.
- 23 "And will you now, sir, take off your tie and permit me to burn it in the candle? Thank you, sir. And will you allow me to smash your spectacles for you with my hammer? Thank you!"
- 24 By this time the face of the Quick Man had a puzzled expression. "This thing beats me," he whispered. "I don't see through it a bit."
- 25 There was a great hush upon the audience. Then the conjurer drew himself up to his full height and, with a withering look at the Quick Man, he concluded:
- 26 "Ladies and gentlemen, you will observe that I have, with this gentleman's permission, broken his watch, burnt his tie, smashed his spectacles, and danced on his hat. If he will give me the further permission to paint green stripes on his overcoat, or to tie his scarf in a knot, I shall be delighted to entertain you. If not, the performance is at an end."
- 27 And amid a glorious burst of music from the orchestra the curtain fell, and the audience went home, convinced that there are some tricks, at least, that are not done up the conjurer's sleeve.

1. People thought the conjurer's first trick was
  - A. wonderful
  - B. amusing
  - C. easy to explain
2. They no longer thought so after
  - A. seeing the size of the conjurer's sleeves
  - B. hearing the Quick Man's whisper
  - C. laughing at the Quick Man's joke
3. The conjurer's second trick was
  - A. joining rings at a single blow
  - B. taking eggs from a hat
  - C. producing a bowl of goldfish from an empty cloth
4. The people changed the Quick Man's words about the egg trick because they
  - A. saw several hens
  - B. knew one hen couldn't lay 17 eggs so fast
  - C. thought the conjurer looked cross
5. As the performance went on, the conjurer's anger grew because the Quick Man was
  - A. making too much noise
  - B. causing too much laughter
  - C. ruining the effect of each trick
6. Among other things up his sleeve, the conjurer was said to have
  - A. cakes and rabbits
  - B. rabbits and a guinea-pig
  - C. bread and a rocking-chair
7. The conjurer began his last trick by
  - A. taking the Quick Man's handkerchief
  - B. asking for the Quick Man's watch
  - C. grasping the sledge-hammer
8. His revenge on the Quick Man was

- A. destroying the Quick Man's belongings
- B. pretending to destroy his belongings
- C. painting stripes on his overcoat

9. The Quick Man did not realize what was happening until the conjurer
  - A. danced on the Quick Man's hat
  - B. smashed the Quick Man's spectacles
  - C. explained to the people what he had done
10. After this, the Quick Man will likely
  - A. study conjuring
  - B. keep quiet during a conjurer's performance
  - C. leave his spectacles at home

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

1. The conjurer was performing tricks before people seated in a hall.  
People who are watching or listening to a performance make up an ..... (10)
2. The Quick Man suggested that all the articles were hidden up the conjurer's sleeve.  
Anyone who has hidden something has c... | ..... it. (12)
3. The conjurer made a final speech.  
Anyone who has come to the end of something has c..... (25)

B. The word in capital letters is used in the story.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Things APPARENTLY (5) separate  
A. seem or appear to be separate

- B. are in pairs  
C. have to be left apart
5. The REPUTATION (13) of a person is  
A. how many degrees he registers on a thermometer  
B. what is thought or believed about him  
C. how he is dressed
6. Something that has FASCINATED (20) a person has  
A. put him under a spell by magic  
B. fastened him tightly  
C. captured his interest very strongly

C. Each sentence explains a word and gives its first letter. The paragraph number follows.

Find and write the word

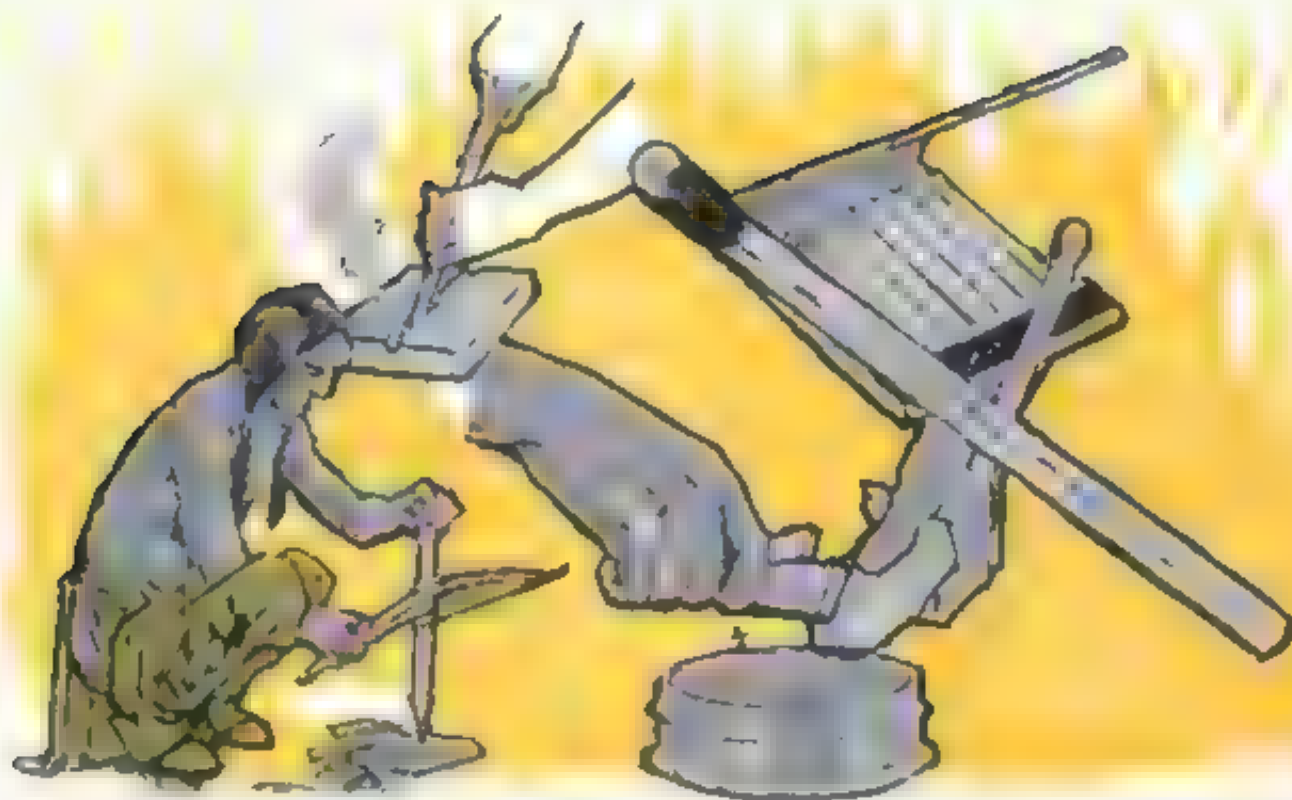
7. A performer who uses his hands to do clever tricks that seem magical is a c—. (1)
8. To p— to do something is to go on to the next stage. (1)
9. Anything that has happened lately has happened r—. (14)
10. Anything that is done fiercely is done s—. (16)
11. Anyone who will allow an action will p— it. (23)
12. Anyone who takes careful note of something is said to o— it. (26)

D. The second syllable of a three-syllable word is often the main part of the word.

Read the two words and the sentence. Choose and write the word that is needed.

13. performer perfumer / The †† announced his first trick.
14. proceeded protected / He †† to take from an empty cloth a bowl of goldfish.
15. concealing connecting / The Quick Man explained that the conjurer was †† every item up his sleeve.

16. conclusion confusion / For the †† of the show, the conjurer announced a famous trick.
17. intention invention / It was said to be the †† of the natives of Tipperary.
18. perfection permission / Having received ††, he ruined the Quick Man's watch and other possessions.
19. excursion expression / By the time his spectacles were smashed, the Quick Man had a puzzled ††.
20. respectful revengeful / Can you blame the conjurer for being ††?



## 16/ FIRE WHEN YOU WANT IT

George Sullivan

For thousands of years man had no safe and quick way of making fire. In very early times villages and towns had fire-keepers. Fire-keepers kept a fire burning, never letting it go out. The keepers gave burning sticks, or brands, to people who wanted fire for warmth or cooking. Making a new fire without a burning brand was not easy.

Rubbing two sticks together was one way of making flame. Early dwellers who lived in the South Pacific Islands used this way. Their method, called stick-and-groove, was simple, but it was slow. The stick part was a thin piece of wood that looked like a short broomstick. The other piece of wood was flat and heavy. This was placed

on the ground, and the thin "drill" briskly rubbed into it. After a time the drill would wear a groove into the flat wood. Where the two wooden pieces touched, tiny wisps of smoke would appear. When dry leaves were fed carefully, the smoke would be followed by flame.

Early Egyptians and Greeks made fire in this way, and most early peoples used the same method. The Eskimos improved on it. They wound a cord around the drill and fitted the drill into a ready-made hole in the flat wood. One Eskimo would hold the drill upright; then the drill was turned in the hole by pulling the string, first on one side and then on the other. This made the



drill spin furiously. Fire could often be made in a short time. But three men were needed instead of one.

4 Many of the Indian tribes of America used a bow drill to make fire. The cord of the bow was twisted around the upright drill. When the bow and cord were moved quickly back and forth, the drill would spin in the hole. This method needed only one man to make fire.

5 Another way of making fire used two flintstones. When flints are struck sharply together, sparks fly out. This method was easier than rubbing sticks. Still, it was hard to make the sparks fly into the dry leaves and ignite them.

6 For hundreds of years the tinder-box helped man make fire. This was a better way of using the flintstones. In a small tin box were stored a piece of steel, a bit of flint, and tinder – dry, thin cloth. Steel and flint were struck towards the tinder. Sparks flew into the tinder, which was set alight. Tinder-boxes worked quite well in fine, dry weather. But in winter the tinder would become damp. No matter how many sparks fell into the tinder, it would not ignite. And so people were always seeking better ways of making fire quickly.

7 In 1827, an Englishman made something that looked like our modern match. He used small, thin strips of wood. One end, called the match-head, was coated with chemicals. The head would flame when pulled tightly through glass-paper, a paper spread with powdered glass to give a rough surface. The roughness made the chemicals burst into flame.

8 Soon a man in France was making matches, too. The chemical on his match-head was phosphorus. It is still used in matches today. Phosphorus has always been quite safe on the match. But in the early days of its use it often harmed, sometimes even killed, the workers

making matches. Large piles of stored phosphorus would blow up. Workers who breathed this chemical from the air became ill. Sometimes they died. Many countries would not use this new match. It was too dangerous. Then someone found a safe way to use phosphorus in match-factories. By 1910 most countries were making the Frenchman's match.

9 Our strike-anywhere match is very much like the one made in 1910. It does what its name tells you. We also use a safety match. This match will ignite only when drawn across a special surface. Most book-matches are of this type.

10 Because of the match, life today is easier. We do not spend time making fire from sticks or stones, like early man. We do not need a tinder-box. With the match, we have a safe, quick way of making fire when and where we need it.



1. The purpose of this story is to
  - A. give a short history of fire-making
  - B. list ways of controlling fire
  - C. warn against the dangers of fire
2. A fire-keeper's task was mainly
  - A. keeping fires from spreading
  - B. showing people how to make fires
  - C. having a supply of brands for fires
3. Materials used in the stick-and-groove method of fire-making were
  - A. a broomstick and a burning brand
  - B. a stone and a flat, heavy piece of wood
  - C. a stick and a flat, heavy piece of wood
4. The last step in this method was
  - A. making a groove with a drill
  - B. adding dry leaves
  - C. moving a drill back and forth briskly
5. Two groups of people who improved on the stick-and-groove method were
  - A. Eskimos and Indians
  - B. South Sea Islanders and the aborigines of Australia
  - C. Egyptians and Greeks
6. The flintstone and tinder-box methods of making fire were alike because both
  - A. set tinder alight
  - B. caused sparks to fly
  - C. used stool
7. Because tinder would not ignite in winter, people
  - A. used leaves in its place
  - B. returned to the flintstone method
  - C. searched for better fire-making methods
8. The maker of the first English match used
  - A. chemicals and glass-paper
  - B. phosphorus and sandpaper
  - C. sulphur and sandpaper
9. According to the story, an early problem in using phosphorus was
  - A. discovering how much of the chemical was needed on a match-head
  - B. finding a safe way of storing supplies of it
  - C. making it safe to use on a match
10. Children would be most likely to start accidental fires by using
  - A. the "stick-and-groove" method
  - B. flintstones
  - C. the modern match

## Thinking about the Words

A. The writer has explained some words he used in the story.

Find and write the word that is described.

1. Burning sticks are called b. .... (1)
  2. Dry, thin cloth that is easily set alight is t. .... (6)
  3. A paper spread with powdered glass to give a rough surface is g. .... (7)
- B. The word in capital letters is used in the story.
- Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.
4. Anything that is done BRISKLY (2) is done
    - A. quickly
    - B. quietly
    - C. stiffly
  5. Sparks that IGNITE (5) dry leaves

- A. make them explode
- B. scrape against the leaves
- C. set them on fire

6. Glass that has been **POWDERED** (7) has been

- A. made into an explosive
- B. ground into very fine grains
- C. sprinkled with dust

C. Each sentence gives clues to a word.

Find and write the word.

7. A long, narrow furrow or track cut in a surface is a g\_\_\_\_ (2)
8. Those who have made a process or article better have i\_\_\_\_ it (3)
9. Anything that acts with great power or energy acts f\_\_\_\_ (3)
10. Anything belonging to the world today is called m\_\_\_\_ (7)
11. Anything that has been covered by a thin layer has been c\_\_\_\_ (7)
12. Anything that is of a particular kind or type is a s\_\_\_\_ (9)

D. The suffix **NESS** describes a "state of being".

quick**NESS** = the "state of being" quick

happi**NESS** = the "state of being" happy

The suffix is often added to a word ending with *ful* or *less*.

hopeful**NESS** = the "state of being" *full of* hope

hopeless**NESS** = the "state of being" *without* hope

Write the word that has the suffix **NESS**. Draw a line before the suffix.

Example: easi**NESS**

13. Early methods of fire-making did not have the easi\_\_\_\_\_ of fire-making today.
14. The stick-and-groove fire-maker had to rub with great brisk\_\_\_\_\_ to produce wisps of smoke.
15. Any careless\_\_\_\_\_ in feeding dry leaves would mean starting the task again.

16. The tinder-box method depended for its success on the dryness of the tinder\_\_\_\_\_.

17. Many failures in fire-making were due to the dampness of winter weather.

18. Powdered glass gave roughness to the paper used for striking the first chemical match.

19. When phosphorus became the chemical, few people believed in its harmlessness.

20. But the modern world knows the usefulness of matches safely prepared and used.

# 17/ CANADA'S GREAT ELEPHANT-HUNT

Paul Brock

1 A great elephant-hunt in the Canadian Rocky Mountains! It sounds impossible. Yet, during the summer of 1924, headlines the world over carried the news of just such a hunt.

2 Shortly after their arrival at Cranbrook, British Columbia, the fourteen elephants of the Sells-Floto Circus herd became restless and uneasy. Two explanations were possible, the thinner air of the three-thousand-foot altitude of Cranbrook might have excited them, or the smoke from numerous forest fires might have frightened the animals.

3 At the first sign of trouble among their charges, the circus men tried unsuccessfully to calm them. A wild struggle broke out when the men attempted to chain the elephants. At the end of it, a dozen men had been hurt, seven elephants had been secured, and the other seven had broken loose.

4 The biggest game-hunt ever undertaken in the Rockies was organized by the circus officials. Every man in the area was asked to join in the hunt. A unique order was issued to train crews: **KEEP WATCH FOR ELEPHANTS ON THE RIGHT-OF-WAY. IF SIGHTED, REPORT AT ONCE.**

5 While men armed with powerful rifles scoured the countryside, a sixty-year-old woman, Marie, was working in her garden a few miles outside Cranbrook. Suddenly she looked up, and saw three huge animals eyeing her. Marie had never

seen elephants before, nor did she know about the circus break-out. Quickly she climbed to the top-most branches of an apple tree. In doing so, she shook free some of the fruit. To her surprise, the elephants began munching on the apples. Marie stripped the tree of its fruit until the ground was littered with apples. While the elephants were busy eating, she slid to the ground and hurried to a neighbour's house.

6 The news was sent to the circus men, and shortly afterwards they arrived to find a bull elephant, Cicero, and two cows, Bessie and Virginia, still munching apples. The beasts were easily secured, and Marie was given three hundred dollars.

7 Meanwhile, another elephant had been captured. This left three at large. Reports stated that the trio had separated and were more than sixty miles away.

8 Following what they thought to be an elephant's trail, a party of hunters heard a shrill trumpeting. They came up quietly to the spot, and there found Charlie-Ed, a four-year-old elephant, standing terrified before a tiny frisking fieldmouse. Charlie-Ed whimpered eager greetings when he saw the men and tamely allowed himself to be led away.

9 The two elephants still free were full-grown cows named Myrtle and Tillie. They were thought to be the most vicious of all the elephants.

Adapted from an article in *Canadian Boy*, March-April 1967

- 10 Riding his pony, an Indian lad named David had trailed Tillie for thirty-six hours. At last her spoor, or scent, told him that he was right on her heels. Suddenly, a weird trumpeting sounded behind him. At the same moment, Tillie charged. She had circled him craftily.
- 11 Startled, the pony bucked and threw its rider to the ground. Then it bolted. Instead of turning on the young boy, Tillie took off after the horse.
- 12 David hurried to find the circus crew. They came back to the spot with Cicero and another bull. When they did catch up with Tillie, the two elephants ranged alongside, and squeezed her to a standstill. They held her still while the keepers chained her.
- 13 A few miles away, Joe, another Indian, encountered Myrtle. When she sighted him, Myrtle charged.
- 14 Myrtle charged right through the dense forest that hindered Joe. As she thundered after him, Myrtle kept up an angry trumpeting.
- 15 At last, Joe broke through the trees to the edge of a small gully. Exhausted, he dragged himself out on the flimsy footbridge that spanned the gully. Knowing that the bridge would not hold her, Myrtle halted.
- 16 Joe stayed on the bridge all night. In the morning, when he saw no sign of the elephant, he went to find help.
- 17 Myrtle had left an obvious trail, and the party soon caught up with her. One of the men approached cautiously, and threw her buns saturated with a sleep-producing drug. Myrtle ate them eagerly and in a few minutes collapsed into a drugged sleep.
- 18 Returning her to the circus presented another problem. There were no roads in this rough part of the country. It was doubtful that Myrtle, hobbled with chains, could make the return journey. Unchained, she was dangerous, perhaps

murderous. The men shot Myrtle as she slept.

- 19 Thus ended the great elephant-hunt that injured several men and cost the circus management a small fortune. The event remains unique among stories of the Canadian Rockies.

1. The elephant-hunt in the Rockies made headlines all over the world because
  - A. all trains through the mountains were blocked
  - B. several lives were lost
  - C. newspapers like to report unusual happenings
2. The story does *not* say the elephants' restlessness may have resulted from
  - A. the high altitude of Cranbrook
  - B. numerous forest fires
  - C. the circus men's use of chains
3. Help in finding the seven elephants who broke loose came from
  - A. many people in the area
  - B. circus officials only
  - C. train crews only
4. The manner in which the first three elephants were captured proves that
  - A. Marie was an active, quick-witted woman
  - B. these circus elephants liked apples
  - C. Both A and B
5. The story does *not* explain how
  - A. Marie was rewarded
  - B. the fourth elephant was captured
  - C. the hunters found Charlie-Ed
6. The writer thinks Charlie-Ed behaved tamely when found because he
  - A. did not hear the hunters arrive
  - B. was only four years old
  - C. had been frightened by a fieldmouse
7. David was not hurt by Tillie because she
  - A. trumpeted before she charged
  - B. chased his pony when it bolted
  - C. was kept from charging at him by two elephants
8. Myrtle might have injured Joe if
  - A. he had not reached a footbridge
  - B. she had not been stopped by dense forest
  - C. the circus crew had not drugged her
9. The problem of returning Myrtle to the circus might have been settled differently if there had been
  - A. drugs to keep her quiet
  - B. helicopters to carry animals
  - C. men able to help Joe
10. Circus officials were likely upset about the elephant-hunt because it
  - A. kept people from fighting forest fires
  - B. cost a lot of money
  - C. made newspaper headlines round the world

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

1. Air is thinner 3,000 feet up in the Rockies. Height above sea level is called a .....  
(2)
2. The elephant-hunt began when circus officials asked for helpers. Anything that is undertaken with some system or method is o..... (4)
3. Charlie-Ed whimpered eager greetings when the hunters found him standing before a mouse. Anyone who is greatly afraid is t.... (8)



B. The word in capital letters is used in the story.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Statements offered as EXPLANATIONS (2)

A. show strong feelings of some kind

B. explain the causes of something

C. are always given with examples

5. The circus OFFICIALS (4) were

A. those who worked in an office

B. men appointed by the government

C. those who managed the circus

6. An animal thought to be VICIOUS (9)

A. is bad-tempered and dangerous

B. never needs to be approached cautiously

C. is easily managed by its trainers

C. Each sentence gives clues to a word.

Find and write the word.

7. Anything that is great in number is n—.

(2)

8. Those who have tried to do something have

a— it. (3)

9. The scent of an animal, showing its trail, is

its s—. (10)

10. Anything that is done with slyness or cunning

is done c—. (10)

11. An animal that has dashed off suddenly, no

longer controlled by its rider, has b—.

(11)

12. Anything that has fallen down suddenly has

c—. (17)

D. The suffixes *FUL*, *OUS*, and *Y* often add the meaning "full of" or "having much": *hopeFUL*, "full of" hope, *furious*, "full of" fury, *hungry*, "having much" hunger.

Find the word ending with *FUL*, *OUS*, or *Y*.

Write the word, and underline the suffix.

Example: powerful

13. When seven Sells-Floto elephants escaped, men with powerful rifles went in search of them.

14. On seeing three elephants near her, a sixty-year-old woman made a hasty climb into an apple-tree.

15. The searchers were successful in capturing these three and two others.

16. Then only the most vicious elephants, Myrtle and Tillie, remained at large.

17. Tillie proved to be crafty when she circled behind the Indian lad on her trail.

18. He was saved from her dangerous charge when his pony bolted.

19. When Myrtle was found, the return journey through rough country seemed doubtful.

20. Because she might have been murderous if unchained, she was not taken back to the circus.

## 18/ PUMPKIN TREES AND WALNUT VINES

Alice Geer Kelsey

- 1 "Oh, how hot my poor head is!" Nasr-ed-Din Hodja sat alone under a walnut tree. He fanned himself with a pumpkin leaf that he had picked from the vine sprawling at his feet.
- 2 "I wonder if I dare take off this hot turban." The Hodja looked to the right, to the left, behind him, before him. "There's not a soul in sight. And for once, I can take off my turban without anyone laughing at my baldness!"
- 3 He unwound his turban and wiped his dripping hot head with it. He threw the turban down on the ground beside him, and he sighed contentedly as the breeze from the pumpkin-leaf fan blew on his smooth glistening head.
- 4 "There, I feel like myself," said the Hodja, comfortable and contented again. "That was a good day's work I did in the vineyard today. I have earned a good supper. Fatuma said she was going to cook goat's milk soup for supper. I'll just rest here a minute to cool off, then go home to a good big bowl to fill me up."

- 5 With a sense of well-being, the Hodja always felt a need to talk to someone. But he had already made sure that not a soul was in sight. He could hear the tinkle of sheep-bells and the reedy whine of a shepherd's flute on the distant hillside, but not a person could he see.
- 6 The pumpkin-leaf fan waved more slowly, as Nasr-ed-Din Hodja sat erect. The fan dropped to the ground. The Hodja was wide awake again. He had discovered something that really should be changed.
- 7 "You silly old tree!" Nasr-ed-Din Hodja shook a finger at the walnut tree that was shielding him. "Is that the best you can do? And that? And that?" The Hodja pointed at the walnuts growing on the tree.
- 8 "Look at the size of you!" The Hodja shook his fist at the tree. He was working up a pleasant excitement. "You rise up so proud and high, but what do you have to brag about - just some little walnuts no bigger than my two thumbs. Take a

"Pumpkin Trees and Walnut Vines", from *Once the Hodja* by Alice Geer Kelsey Copyright 1943 by Alice Geer Kelsey.  
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lesson from your neighbour, the pumpkin-vine. It lies along the ground, feeling so humble and unimportant, but see what good reason it has to brag." The Hodja pointed at the huge golden pumpkins, snuggled among the dark-green leaves of the pumpkin-vine.

- 9 The more he thought about it, the more upset the Hodja became with a scheme of things that made little walnuts grow on a noble tree and huge pumpkins grow on a humble vine.
- 10 "Now, if I had been planning it," cried the Hodja to the walnuts and pumpkins, "it would have been very different! The big important pumpkins would be waving proudly on the strong branches of this big important tree. The little unimportant walnuts could cling without any trouble to the spineless pumpkin-vine. The vine might even hold up its head a little, if it had something the right size growing on it."
- 11 Unnoticed by him, a gentle breeze had sprung up and was swaying the branches above his bald, bare head.
- 12 "Yes, yes," he went on, "if I had been planning the trees and the vines, you —"
- 13 The Hodja never finished his sentence. There was a little snap on the branch above his head. There was a little crackle as something rushed through the leaves. There was a loud smack as something hit the Hodja's bald, bare head.
- 14 For a minute the Hodja swayed. He saw little bright lights where none had been before. With his left hand he picked up a walnut, small, to be sure, but hard, oh, very hard. With his right hand he rubbed his poor head where a lump the size of a walnut was quickly rising.
- 15 The Hodja bowed towards the holy city of Mecca in the east.
- 16 "Oh, Allah!" It was a meek and humble Hodja who spoke. "Forgive me for saying you were wrong to have pumpkins grow on vines and walnuts grow

on trees. You were wiser than I. Suppose it had been a pumpkin that fell from that tree on my poor head!"

- 17 Rubbing his bruised and aching head, the Hodja sat under the walnut tree. He was thinking how beautiful the golden pumpkins looked on their graceful, twining vine. They were so close to the good, brown earth that they could not possibly fall anywhere. Allah was wise. Allah be praised.

## Thinking about the Story

1. One hot day the Hodja sat
  - A. under a walnut tree
  - B. below a pumpkin-vine
  - C. in his yard
2. One reason for the Hodja's taking off his turban was that he wanted to
  - A. cool his head
  - B. show off his baldness
  - C. make everyone laugh
3. While he rested below the tree, the Hodja
  - A. ate some walnuts
  - B. thought about his supper
  - C. picked pumpkin leaves
4. The Hodja scolded the walnut tree for
  - A. having no walnuts on its branches
  - B. not giving enough shade
  - C. seeming proud of its little nuts
5. The Hodja thought pumpkins would suit the tree because they
  - A. were golden in colour
  - B. would give more shade
  - C. were large enough for an important tree
6. Which happened last?
  - A. Something rushed through the leaves.
  - B. A walnut hit the Hodja's bald head.
  - C. A gentle breeze swayed the branches.
7. The Hodja spoke meekly and humbly to
  - A. the walnut tree
  - B. the pumpkin-vine
  - C. Allah, his God
8. From this happening, the Hodja learned that
  - A. it would not be wise to change walnuts for pumpkins

- B. he should have gone directly home
- C. walnuts are little and unimportant

9. If the Hodja had been wearing his turban when the walnut fell, he would have
  - A. kept on thinking he was wiser than Allah
  - B. seen brighter lights
  - C. had a larger lump on his head
10. The author of this story is telling us that
  - A. a pumpkin-vine is worth more than a walnut
  - B. a man is foolish to think he is wiser than God
  - C. we should never sit under walnut trees

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word

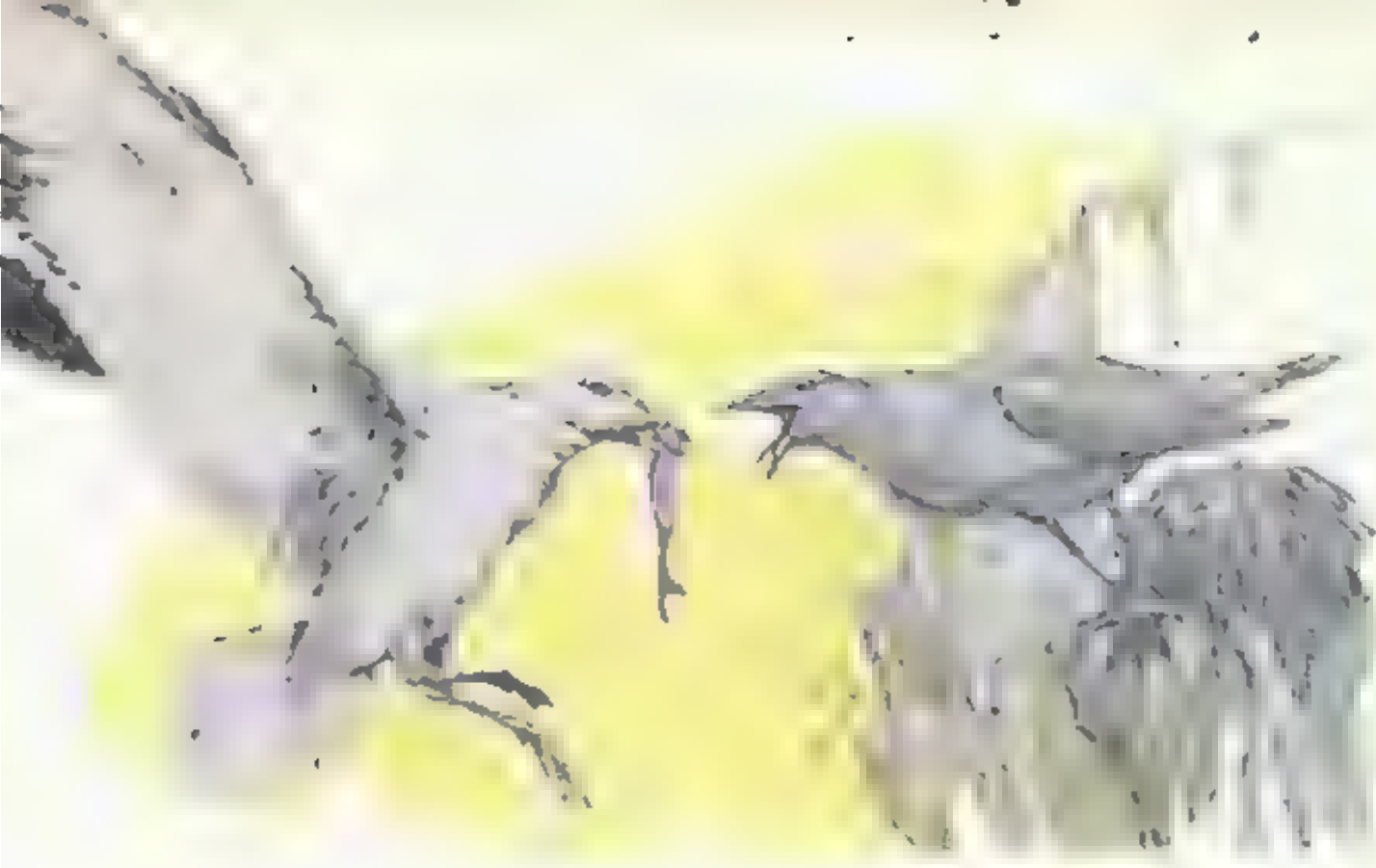
1. It made the Hodja's head feel hot and had to be unwound to be taken off.  
A head-covering that is like a scarf wound round the head is a t . . . . . (2)
2. To cool off, the Hodja was sitting under a walnut tree.  
Anything that protects a person from something is s . . . . . him. (7)
3. The Hodja became upset about things and thought his plan would be better.  
A plan or system that arranges things is a s . . . . . (9)

B. The word in capital letters is used in the story.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Pumpkins **SNUGGLED** (8) among leaves are
    - A. lying comfortably close to them
    - B. cuddling up to get warm
    - C. shifting their position
  5. Anyone who is **UPSET** (9) is
    - A. upside-down
    - B. troubled
    - C. ill
  6. The breeze **SWAYING** (11) the branches was
    - A. tossing them up and down fiercely
    - B. swinging them back and forth
    - C. breaking them
- C. Each sentence gives clues to a word.  
Find and write the word.
7. Anything that is lying or spreading about loosely is a \_\_\_\_\_. (1)
  8. The state of being without hair on one's head is b\_\_\_\_. (2)
  9. Anything that is upright is a\_\_\_\_. (6)
  10. The state of feeling excited about something is e\_\_\_\_. (8)
  11. A person who shows he feels unimportant is h\_\_\_\_. (16)
  12. Anyone who pardons a mistake is said to f\_\_\_\_ it. (16)
- D. Three common syllables that begin words are COM, CON, and EX.  
Choose the word that fits in the sentence.  
Draw a line after the first syllable.  
Example: com/fortable
13. comfortable commendable / After a hard day, the Hodja wanted to be ¶¶.
  14. consented contented / With his turban off, he gave a ¶¶ sigh.
  15. examine example / Suddenly he saw an ¶¶ of something wrong in Allah's scheme of things.
  16. exception excitement / In his ¶¶, he shook a fist at the walnut tree.
  17. exclaiming exploring / After ¶¶ over its size, he said it had nothing to brag about.
  18. contented continued / He ¶¶ with a description of a much better scheme.
  19. complaining completing / But a hard knock from a walnut stopped his ¶¶.
  20. conclusion contraption / The Hodja came to the ¶¶ that Allah was wise after all.





## 19/ HIS FIRST FLIGHT

Liam O'Flaherty

- 1 The young sea-gull stood staring down at the immense expanse of sea so far beneath him. He felt certain that his wings would never support him. He bent his head and ran back from the brink of the rocky ledge.
- 2 Even when his two brothers and his little sister ran to the brink, flapped their wings, and flew away, he could not muster the courage to take the desperate plunge. His father and mother called to him shrilly, threatening to let him starve on his ledge unless he flew away with them. But he could not bring himself to move.
- 3 The next morning he was still there. Nobody came near him any more. He watched his parents

flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He saw his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle.

- 4 Watching his brother reminded the lone sea-gull of his own hunger. He found a dried piece of mackerel's tail at the far end of his ledge, but nothing else could he find. He searched every inch, rooting among the rough, dirt-caked straw of the nest where he and his brothers and sister had been hatched, even gnawing at the dried pieces of spotted egg-shell.

Adapted from *The Short Stories of Liam O'Flaherty* by permission of the author and Jonathan Cape Limited, London.

- 5 Surely there must be some way of reaching his parents without having to fly. They were walking about now, on a big plateau midway down the opposite cliff. He trotted back and forth from one end of the ledge to the other, his grey body the colour of the cliff, his long grey legs stepping daintily. But on each side of him the ledge ended in a sheer precipice, with the sea beneath, and between him and his parents was a deep, wide chasm.
- 6 Trying to get his parents' attention, he stepped gingerly out to the brink of the ledge, and, standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still his family took no notice of him. Only his mother glanced at him occasionally.
- 7 She was standing on a rock on the plateau, her white breast thrust forward. Now and again she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scraping his beak now and again to whet it! *Ga, ga, ga*, he cried, begging her to bring him over some food. *Gawl-ool-ah*, she screamed, taunting him for his cowardice. But he kept calling plaintively, and after a minute or so his mother picked up a piece of the fish and started flying across to him with it. He leaped out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite him, she stopped in mid air. Her legs hung limp. Her wings were motionless. The piece of fish in her beak was almost within reach of his beak.
- 8 He wasted a moment in surprise, wondering why she did not come nearer. Then, maddened by hunger, he dived at the fish. With a loud scream, he fell outwards and downwards into space!
- 9 A monstrous terror seized him and his heart

stood still. He could hear nothing. But the next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach and against his wings. He could feel the tops of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards. He was no longer afraid. He flapped his wings once and soared upwards.

- 10 He uttered a joyous scream and flapped them again. He soared higher. He raised his breast and banked against the wind. *Ga, ga, ga. Gawl-ool-ah*. His mother swooped past him, her wings making a loud noise. He answered her with another scream. His father flew over him screaming. Then he saw his two brothers and sister flying around him, banking and soaring and diving. He forgot that he had not always been able to fly and began to bank and soar and dive himself, shrieking all the while.
- 11 Then he saw his parents and his brothers and sister land on the vast green sea beneath him. They beckoned to him, calling shrilly. He dropped his wings to try to stand on the green sea. His legs sank into it.
- 12 He screamed with fright and attempted to rise again by flapping his wings. But he was so exhausted by the strange exercise and so weak with hunger that he could not rise. His feet sank into the sea. Then his belly touched it and he sank no farther. He was floating on the water. And around him his family was screaming, praising him, and offering him scraps of fish.
- 13 The young sea-gull had made his first flight!

- The writer's title is suitable because it
  - gives the main idea of the story
  - names the creature in the story
  - Both A and B
- The young sea-gull was left alone on the rocky ledge because
  - he was afraid to fly
  - his parents wanted him to starve
  - he was too young to fly
- The food the sea-gull found on the ledge
  - satisfied his hunger
  - failed to satisfy his hunger
  - proved to be delicious
- He tried to get his parents' attention by
  - trotting back and forth on the ledge
  - looking down at the sea below
  - pretending to be falling asleep
- When his mother at last flew over, she
  - screamed at him for being backward
  - held a piece of fish just out of his reach
  - gave him a piece of mackerel's tail
- The first thing the young sea-gull did was
  - scream crossly at his mother
  - fall headlong into space
  - dive at the fish
- Details in paragraph 10 prove that the sea-gull
  - was terrified by his fall into space
  - enjoyed his first flight
  - soared higher than his father
- Another "first" the story tells about is his learning how to
  - get back to the gulls' rocky ledge
  - dive for fish

C. float on the water

- The feeling that drove the young sea-gull to his first flight was
  - hunger
  - joy
  - loneliness
- The sea-gull's mother proved that she was
  - careless about her young
  - brave
  - clever

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

- From a rocky ledge the sea-gull stared down at the sea far beneath.  
The edge of a high, steep place is its b . . .  
(1)
- His parents said they would let him starve.  
Those who say some harm or punishment will come are uttering threats, or t . . .  
(2)
- With a loud scream, the young sea-gull fell into space.  
A feeling of great fright is t . . . (9)

B. The word in capital letters is used in the story. Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

- A **SHEER** (5) precipice is a rocky face that
  - is easily seen through
  - goes almost straight down
  - has a gradual slope outwards

5. A CHASM (5) is  
 A. a cut or wide opening  
 B. a cave with a rocky roof  
 C. a spell with the power to prevent harm
6. Anyone calling PLAINTIVELY (7) is calling  
 A. clearly  
 B. complainingly or sadly  
 C. in a level tone

C. Each sentence gives clues to a word.  
 Find and write the word.

7. Anything that is huge or vast is i—. (1)  
 8. A large, flat area is an e—. (1)  
 9. To eat food hungrily and greedily is to d .  
 it. (3)  
 10. Anything that is done very cautiously or carefully is done g—. (6)  
 11. Anyone who lacks courage, like a coward, shows c—. (7)  
 12. Anything very great and dreadful is m—. (9)

D. Words with suffixes have often added, dropped, or changed letters.

usual use + -al      wondrous = wonder + -ous  
 fiery = fire + -y      intention = intend + -ion

Write the word that ends with a suffix. Check with the list and then underline the suffix.

13. If he did not fly away with his parents, starvation awaited the young sea-gull.  
 14. But he was not courageous enough to plunge from his narrow ledge.  
 15. The next day, hungry and still unfed, he searched every inch of the rock.  
 16. Then, stepping daintily, he looked for a way to join the others.  
 17. Trying to get his parents' attention, he stepped to the brink.  
 18. When he begged for food, his mother taunted him for his cowardice.

19. When he dived at the fish she brought near him, he fell, and was seized by a monstrous terror.  
 20. But his wings checked his fall, and with a joyous scream he was off on his first flight.

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*Two words in the list are not needed*

attention	joyous
courageous	monstrous
cowardice	motionless
daintily	starvation
hungry	threaten

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## 20/ THE SEAL ISLAND LIGHT

Archibald MacMechan

- 1 For many years, countless ships were wrecked and hundreds of sailors lost their lives on the treacherous shores of Seal Island. Lying twenty-one miles northwest of Cape Sable at the southern tip of Nova Scotia, Seal Island is about two miles long and only about thirty feet high. Blinded by fog or snow, driven by storm or swept along on furious tides, ships crashed upon the island as regularly as winter follows summer.
- 2 Each spring, people from the Nova Scotian mainland sailed over to Seal Island. There they buried the scattered bones of the shipwrecked in shallow graves.
- 3 In January 1817, the *Friendship*, on its way to Halifax from the West Indies, was wrecked at Cape Sable. The captain and crew were safely brought off to the nearby town of Barrington. Richard Hichens, the ship's master, was taken to the home of the local minister. Not long afterwards, he married Mary, the minister's daughter.
- 4 All her life Mary had heard stories about the wrecks on Seal Island. She had never forgotten the frozen figure found one spring kneeling over a little pile of sticks with fire-lighting equipment in its hands. To her it seemed sad that shipwrecked men who had succeeded in reaching firm land should, after all their struggles, die from cold and hunger on this desolate island.
- 5 She talked the problem over with her husband. At last he made his decision. "I was shipwrecked myself. I will build a hut on Seal Island and live there to rescue the shipwrecked."
- 6 The Hichenses persuaded another couple, Edmund Crowell and his wife, to go with them. They spent their first winter in a shanty that had been built for curing and storing fish. By the next winter they had constructed a log house.
- 7 What they had established was the first life-saving station in Canada. It was a success. Though nearly a hundred wrecks have occurred since the two couples settled on Seal Island, not one life has been lost on shore.
- 8 The wreck of the ship *Vivid* is typical. At night, in a blinding snowstorm, she ran high up on the rocks. The sailors got safely ashore into stunted birch woods but they did not know that the island was inhabited. Some of the exhausted and half-frozen men stumbled on a path that led through the trees and crawled along it until they saw a light. They managed to reach the door of the hut and tell their story. Crowell and Hichens went out into the stormy night and brought the other survivors back to safety.
- 9 Again and again the little establishment proved its value, but still more was to be done. In the spring of 1827, the Government of Nova Scotia

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granted the request of Crowell and Hichens for a small wharf. Now the two men could go out in a boat and rescue any whose vessels might be wrecked near the island.

- 10 But Mary Hichens was not satisfied with saving the lives of shipwrecked sailors. She wanted to prevent the wrecks. Why not build a lighthouse to warn the anxious mariners of the danger? Traffic was growing and wrecks were more frequent. Nowhere along the whole perilous coast was there greater need for a lighthouse.

- 11 The success of their request for a wharf gave the Hichenses the boldness to plead for a lighthouse. After the Lieutenant-Governor of Nova Scotia had inspected the island and seen the need, their petition was granted. In November 1831, the Seal Island light was completed.

- 12 Today, the lighthouse stands as a warning just as it stood when it was completed over a century ago. It is a wooden, red-banded tower, eight-sided to present the least resistance to high winds. Built on an elevation of thirty-five feet, the sixty-seven-foot tower rises slightly over a hundred feet above sea level.

- 13 Modern improvements have been added. An automatic foghorn anchored offshore utters warnings night and day. A radio beacon sends signals that can be picked up by radio equipment on board ship. At night, the white light throws its beams sixteen miles, flashing at three-second intervals.

- 14 The lighthouse on Seal Island is a reminder of the kindness and energy of Richard and Mary Hichens.

1. Seal Island was dangerous for ships because it was
  - A. twenty-one miles long
  - B. not very high
  - C. high and rocky
2. Details in paragraphs 1 and 2 suggest that most shipwrecks happened during
  - A. the hurricane season
  - B. summer
  - C. winter
3. Before 1817, shipwrecked sailors who reached shore usually
  - A. found shelter in fishermen's shacks
  - B. stayed in the lighthouse
  - C. died from cold and hunger
4. The first person to decide to live all year on Seal Island was
  - A. Richard Hichens
  - B. Edmund Crowell
  - C. the Lieutenant-Governor of Nova Scotia
5. The life-saving station established by the two couples was successful
  - A. right from the start
  - B. only after a wharf was built
  - C. after a third couple came to help them
6. The purpose of paragraph 8 is
  - A. to describe a sailing-ship
  - B. to prove by an example that the life-saving station helped
  - C. to tell of the help given by the government
7. The first request granted by the government was for
  - A. a lifeboat
  - B. a small wharf
  - C. a lighthouse
8. The Seal Island lighthouse was completed in
  - A. 1817
  - B. 1827
  - C. 1831
9. The story gives no details about
  - A. the appearance of the lighthouse
  - B. modern improvements in the warning system
  - C. the present-day keepers of the lighthouse
10. The story proves that the two couples
  - A. deserve the thanks of sailors
  - B. failed in their work
  - C. found their work easy

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives clues to its spelling.

Write the whole word.

1. The Hichenses and Crowells settled on Seal Island to save sailors' lives.

Those who have started something that lasts for some time have a \_\_\_\_\_ it. (7)

2. After some men from the *Vivid* reached the hut, Crowell and Hichens went out for the others.

Those who have lived through some disaster are a \_\_\_\_\_. (8)

3. Many sailors were shipwrecked along the dangerous coast.

Those who are worried or uneasy are a \_\_\_\_\_. (10)

- B. The word in capital letters is used in the story.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The shores are called TREACHEROUS (1) because
    - A. treasure had been hidden along them
    - B. quicksands swallowed wrecked ships
    - C. their dangers were hidden
  5. A DESOLATE (4) island is
    - A. despairing and unhappy
    - B. covered by ruined buildings
    - C. without settlers or farmlands
  6. A PETITION (11) is
    - A. a written request for something
    - B. an unimportant letter pleading for a small thing
    - C. a request for a dock
- C. Each sentence gives clues to a word. Find and write the word.
7. Anything that happens at certain fixed times occurs r— (1)
  8. The tools or materials needed for some action are e— (4)
  9. The settlement of some question, or deciding upon it, is a d— (3)
  10. A place in which people are living is said to be l— (8)
  11. Those who are worn out in body are e— (8)
  12. Seamen or sailors may be called m— (10)

D. A syllable is a word or part of a word that has the sound of a vowel, alone or with consonants.

Find in each sentence the word with the greatest number of syllables. Check with the list below before you write the word and mark the syllables.

13. Year after year, driven by furious tides, ships crashed regularly on the shores of Seal Island.

14. Richard and Mary Hichens made up their minds to establish a rescue station.
15. The little establishment of the Hichens and the Crowells was successful.
16. In 1827, a government grant allowed the building of a small wharf.
17. But Mary Hichens pleaded for the construction of a lighthouse.
18. Today Seal Island lighthouse flashes its nighttime warnings at intervals of three seconds.
19. A modern improvement in the warning system is an automatic foghorn anchored offshore.
20. After more than a hundred years, the lighthouse still reminds seamen of the kindness and energy of Richard and Mary Hichens.

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Two words in the list are not needed.

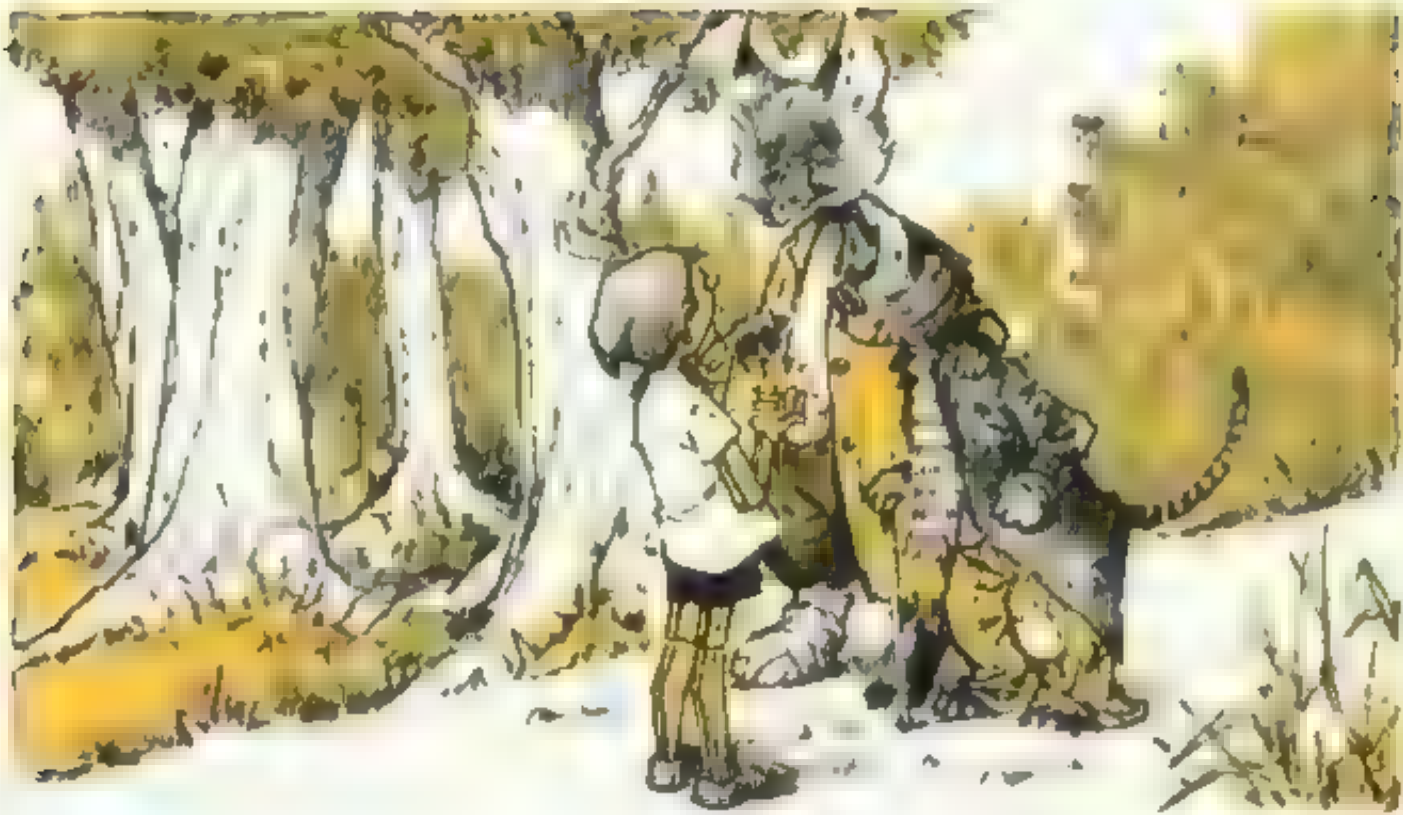
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en er gy	reg u lar ly
es tab lish	reg u la tion

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## 1/ MONEY ON TREES

*From the Italian of Carlo Collodi*

1 Pinocchio was a puppet who often made foolish mistakes. One day he ran away from home, but he soon became tired and hungry and longed to go back. A kind man gave him not only a bed for the night, but also five gold pieces as a present for his father. Pinocchio, delighted, set off at once.

2 He had not gone far when he met a crippled Fox and a blind Cat. The Fox walked leaning on the Cat, and the Cat was guided by the Fox.

3 "Good day, Pinocchio," said the Fox politely.

4 "How do you know my name?" asked the puppet.

5 "I know your father well."

6 "I have five gold pieces to give to him!" said Pinocchio proudly, showing them the present he was carrying home.

7 At the ring of the money, the Fox stretched out the paw that had seemed crippled, and the Cat opened wide two eyes that looked like two green lanterns. But she shut them again so quickly that Pinocchio saw nothing.

8 "And now," said the Fox, "what are you going to do with all that money?"

9 "First," answered the puppet, "I will buy a new coat for my father, made of gold and silver with diamond buttons. Then I will buy a spelling-book for myself."

10 "Would you like to double your money?" asked the Fox suddenly.

11 "I should think so! But how?"

12 "Instead of returning home, you must come with

us. Your five gold pieces could become two thousand!"

13 "Two thousand!" repeated the Cat.

14 "But how is it possible?" asked Pinocchio, his mouth wide open with surprise.

15 "Near here," said the Fox, "there is a field called the Field of Miracles. There you must dig a hole and put your gold pieces into it, cover the hole, water it with two pails of water from the river, and sprinkle it with two pinches of salt. In a few minutes the gold pieces will grow, and you will find a beautiful tree with gold pieces for leaves."

16 "If I buried my five pieces in that field, how many should I find there later?" asked Pinocchio.

17 "That is easy to answer because every piece gives you five hundred more," replied the Fox. "Multiply your five by five hundred and you will have two thousand five hundred shining gold pieces in your pocket."

18 "Oh, how delightful!" cried Pinocchio. "I will keep two thousand for myself, and the other five hundred I will give to you for helping me."

19 "A present to us?" cried the Fox with indignation. "We do not work for money. We work only to help others."

20 "Others!" repeated the Cat emphatically.

21 "What good people!" thought Pinocchio to himself. Forgetting his father, the new coat, and the spelling-book, he said, "Let's start at once."

22 And they went. After having walked half the day, they came to a lonely field, which looked just like any other field.

23 "Now," said the Fox, "dig a hole in the ground and put your gold pieces into it," Pinocchio obeyed.

24 "Now, then," said the Fox, "go to the river, bring some water, and water the ground where you have planted them."

25 After Pinocchio did so, the Fox said, "Come back in twenty minutes, and you will find a shrub

already pushing through the ground, with its branches quite loaded with money."

26 Pinocchio thanked the Fox and the Cat a thousand times and promised them a beautiful present.

27 "We want no presents," answered the two rascals. "All we want is to teach you how to become rich without having to work for it." Then they said good-bye and left him.

28 Pinocchio went some distance away and began to count the minutes. When he thought he had allowed enough time, he returned to the field. He saw no tree with gold pieces for leaves. He advanced another hundred steps — nothing. He went to the little hole where he had buried his gold — still nothing. He became very thoughtful and scratched his head. At that moment he heard a roar of laughter close to him. Looking up, he saw a large Parrot perched on a tree.

29 "Why are you laughing?" asked Pinocchio angrily.

30 "I am laughing at those who believe all the foolish things they are told."

31 "Are you speaking of me?"

32 "Yes, I am speaking of you, poor Pinocchio — of you who are silly enough to believe that money will grow on trees."

33 "I don't understand you," said the puppet, already trembling with fear.

34 "I will explain," answered the Parrot. "While you were away, the Fox and the Cat returned to the field. They took your buried money and ran like the wind. You will have to be very clever if you hope to catch them."

35 Pinocchio turned away sadly and started for home. He had made another foolish mistake.

1. Which saying does the story prove?
  - A. "A fool and his money are soon parted."
  - B. "All that glitters is not gold."
  - C. "A penny saved is a penny earned."
2. When he met two strangers on his way home, Pinocchio should not have
  - A. spoken rudely to them
  - B. offered them money
  - C. showed them his money
3. Details in paragraph 7 prove that
  - A. the Fox was crippled and the Cat was blind
  - B. both creatures were kind
  - C. the Fox and the Cat were not what they pretended to be
4. Pinocchio's first plans for using his money show that he
  - A. put his father first
  - B. thought most about himself
  - C. was good at spelling
5. Pinocchio forgot his plans after hearing the Fox tell of
  - A. the Field of Gold
  - B. the Field of Money
  - C. the Field of Miracles
6. According to the Fox, Pinocchio's gold would be multiplied
  - A. 50 times
  - B. 500 times
  - C. 2,000 times
7. At the field, the Fox left out the direction that Pinocchio was to
  - A. bury his money
  - B. add salt to the ground
  - C. water the ground
8. The Fox's purpose in telling Pinocchio to return in twenty minutes was to allow time for
  - A. the Fox and Cat to get away with the gold
  - B. Pinocchio to think of the Fox's kindness
  - C. the tree to grow gold leaves
9. Which happened first after Pinocchio returned?
  - A. The Parrot laughed at silly people.
  - B. Pinocchio found there was no tree with gold leaves.
  - C. The Parrot explained how Pinocchio had been tricked.
10. Which statement is *not* proved by this story?
  - A. Pinocchio was a kind but foolish puppet.
  - B. His father was Geppetto, who had carved him from wood.
  - C. Though they pretended to help him, the Fox and Cat tricked Pinocchio instead.

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter. The paragraph number follows.

Write the whole word.

1. A blind Cat was walking with a crippled Fox. Anyone who is shown a path or is being led along it is being g—. (2)
2. The Fox told Pinocchio to cover the hole he had planted the gold pieces in. Anyone who has covered something with earth has b— something. (16)
3. The Cat and the Fox were only pretending to help Pinocchio and meant to rob him. Those who do wrong or act dishonestly are r—. (27)

B. The word in capital letters is used in the story.  
The paragraph number follows the word.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The RING (7) of money is
  - A. a round coin
  - B. a circle formed by coins
  - C. the sound made by coins
5. Anyone expressing INDIGNATION (19) shows
  - A. anger
  - B. joy
  - C. sorrow at someone's rudeness
6. Anyone who speaks EMPHATICALLY (20)
  - A. spells a word letter by letter
  - B. speaks with extra force
  - C. tells about something practical

C. Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word.

7. Anyone who has wished greatly for something has longed for it. (1)
8. Anything that can be done is possible. (14)
9. Unnatural events that cause wonder or surprise are called miracles. (15)
10. Anyone who has carried out an order has obeyed. (23)
11. Anyone who has moved forward has advanced. (28)
12. Anyone who is deep in thought is lost. (28)

D. Two vowel letters that give one sound form a DIGRAPH (sounded *die|graf*). The letters *w* and *y* may act as vowels in a digraph.

Read the three words before each sentence.

The marks    show where a word is missing in the sentence. Choose and write the correct word.

Draw a line under the vowel letter or digraph that made you choose the word.

Example: clever

13. cleaver clever clover / Pinocchio was far from being a    puppet.
14. gadding goading guiding / On his way home after being a runaway, he met a Fox    a Cat.
15. spelling spilling spoiling / Forgetting even the    -book he had wanted, Pinocchio went to the Field of Miracles.
16. waiter water wetter / After he had planted his money, he was told to    the ground.
17. allayed allowed alloyed / When he thought he had    enough time, he returned to the   .
18. licking liking looking / In spite of    hard, he found no tree loaded with gold.
19. failed foiled fooled / The Parrot explained how the puppet had been   .
20. sawing saying sewing / Pinocchio was sad when he found the old    was true. "Money doesn't grow on trees."



## 2/ CAPE BRETON'S GIANT

Edna Ritchie

- 1 Angus MacAskill, born in Scotland in 1825, was a pale, underweight child until he was six years old. Then he emigrated with his family to Cape Breton Island in Nova Scotia, settling on a farm at St. Ann's. In Canada this frail boy grew to be a giant.
- 2 His parents and brothers and sisters were normal in size, and everyone must have been surprised at the way Angus kept growing taller and stouter. Some said it was the change of air; some said it was the crowdie – a bowl of oatmeal and cream that Angus ate after each meal. Whatever the reason, when Angus was fourteen he was known as "St. Ann's Big Boy".
- 3 The ceiling of the farmhouse was raised to make room for Angus, and his bed was lengthened. He finally stopped growing when he was seven feet, nine inches tall; he then weighed over four hundred pounds. He measured eighty inches around the chest and fifty inches around the waist. Some of his clothing has been kept and proves his gigantic size. One of his vests can be buttoned easily around two full-grown men. His shoe is eighteen inches long.
- 4 But it wasn't his size that made Angus MacAskill the talked-about wonder. It was his strength. One day, seeing fishermen pulling ashore a boat with a heavy load of fish, Angus took hold of one end of the boat to help. He pulled so hard the boat split in two.
- 5 Angus was kind as well as strong. He once met a poor man whose family was starving. Several times the poor man had asked the storekeeper for a barrel of flour on credit, but the storekeeper always refused. At last the storekeeper had told the man he could have as much flour as he or any other man could remove from the hold of a boat docked at the wharf. The man was on his way home without the flour because the hold of the boat was twelve feet deep. Hearing this, Angus hurried to the boat and hurled six barrels of flour from the hold. The needy father drove home with enough flour to last his family a long time. Angus was also kind to animals. When one horse of a team collapsed while ploughing on a hot day, Angus hitched himself in its place.
- 6 Angus never sought fights. When a boxer called him a coward and dared him to fight, Angus said they should shake hands on it first. The man agreed, but was unable to box after Angus's crushing handshake.
- 7 Word about the giant's strength reached the famous showman P. T. Barnum in New York. Barnum sent an agent to St. Ann's to persuade Angus to join the circus. Angus was teamed with the midget Tom Thumb, who was supposed to be the smallest man living. The circus audience was amused when Tom Thumb offered to box the giant. Angus would carry Tom on his huge hand, Tom



sometimes performing a step-dance on the hand before he was popped into one of Angus's huge pockets.

8 While the circus was in London, Queen Victoria heard about the strong man from Canada and commanded Angus to visit her. The Queen chatted with Angus and gave him two gold rings. The giant was eager to show Queen Victoria how strong he was, but there were no weights to lift in the room. Then he had an idea. He would show her a giant in motion. With slow, firm steps he walked back and forth. It was not a good idea after all -- his huge heels made holes in the deep carpet.

9 Big Angus loved the sea and was often homesick for Cape Breton Island. On one occasion, in New York, he was down at the docks. Someone dared Angus to lift a heavy anchor. When Angus began to lower it after the lift, one of the flukes, or points, caught him in the shoulder. He fell with the anchor, injuring himself. The nature of his injury is unknown, for there were no X-rays in those days. Possibly his spine was damaged, because afterwards he could not stand completely upright.

10 Angus left the circus and returned to St. Ann's. He had made a fortune, but he felt that neither the money nor his injury was a reason for idleness. He built a store and two mills, managing one mill himself for a time. It is said that he tossed bags of grain about as if they were packages of tea or sugar. He later managed the store and sometimes teased customers by asking them if they wanted to buy a pound or a fistful of tea. His life as a storekeeper was short: at the age of thirty-eight, he died of what was called brain fever.

11 The words on the tombstone marking his grave at Englishtown, near St. Ann's, are still readable. "A dutiful son, a loving brother, a true friend, a loyal subject, a humble Christian."

1. Cape Breton's giant
  - A. was born in Scotland in 1825
  - B. emigrated to Nova Scotia when he was fourteen
  - C. lived on Cape Breton Island all his life
2. The real cause of Angus MacAskill's becoming a giant was
  - A. a change of air
  - B. the crowdie that followed each meal
  - C. not known for certain
3. One proof of Angus's great size is
  - A. an X-ray of his shoulder
  - B. clothing that has been kept
  - C. the inscription on his tombstone
4. Paragraphs 4 and 5 illustrate Angus's
  - A. strength and kindness
  - B. size and strength
  - C. size and kindness
5. In P. T. Barnum's circus, Angus and Tom Thumb were teamed together because
  - A. they had become good friends
  - B. both were good dancers
  - C. the great difference in size amused people
6. Angus showed Queen Victoria his strength
  - A. by lifting weights
  - B. by bending gold rings
  - C. Neither A nor B
7. Which happened first?
  - A. Angus left the circus and returned home.
  - B. Angus injured himself lowering an anchor.
  - C. Angus built a store and two mills.
8. Angus likely worked in his mill and in the store because he

- A. could not find good managers
- B. had lost his strength
- C. did not like to be idle

9. Angus MacAskill died of
  - A. brain fever
  - B. an injury to his spine
  - C. old age
10. According to this story, Angus
  - A. boasted about his size and strength
  - B. was not well-liked by other people
  - C. had a good character as well as a strong body

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter. The paragraph number follows.

Write the whole word.

1. Until he was six, Angus was a pale, underweight child.  
Anyone whose body is not strong is f— (1)
2. A boat loaded with flour was docked at it.  
A wooden or stone structure at which ships tie up for loading is a w— (5)
3. Barnum wanted to persuade MacAskill to join a circus.  
Anyone who acts for another in making some arrangement is an a— (7)

B. The word in capital letters is used in the story. The paragraph number follows the word.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Anyone who has EMIGRATED (1) has

- A. come into view
- B. left his own country to live elsewhere
- C. studied the seasonal migrations of birds
- 5. Anyone who is HOMESICK (9) is
  - A. ill at home
  - B. tired of staying at home
  - C. sad because of a longing for home
- 6. A DUTIFUL (11) son has
  - A. acted properly towards his parents
  - B. remained at home with his parents
  - C. paid taxes on goods brought from another country

C. Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word

- 7. Anything that is immense or huge is g—. (3)
- 8. Anything that has fallen down has c—. (5)
- 9. To p— someone is to give reasons for his doing something. (7)
- 10. Those who watch or listen to a performance form an a—. (7)
- 11. A particular or special time is an o—. (9)
- 12. A stone that marks a grave is a t—. (11)

D. A SYLLABLE is a word or part of a word with the sound of a vowel, alone or with consonants. A digraph may give the vowel sound. four|teen, grow|ing, loy|al.

Find in each sentence the three-syllable word that has a vowel digraph. Check with the list before you write the word. Draw the line under the digraph.

Example: underweight

- 13. From a pale, underweight child, Angus MacAskill developed into a giant.
- 14. As proof of his gigantic measurements, some of his clothing has been kept.
- 15. When Angus joined Barnum's circus, the

- audience enjoyed the giant-and-midget acts.
- 16. Like the midget Tom Thumb, Angus was a success with British royalty.
- 17. In his eagerness to show his strength, he left holes in Queen Victoria's carpet.
- 18. Later, in New York, he received an injury while he was lowering a heavy anchor.
- 19. He died at the age of thirty-eight, not long after he returned to Cape Breton.
- 20. The words on his tombstone are still readable and praise him highly.

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*Two words in the list are not needed.*

<u>aud</u> ience	<u>meas</u> urements
<u>cow</u> ardice	<u>read</u> able
<u>eag</u> erness	<u>roy</u> alty
<u>low</u> ering	<u>thir</u> ty- <u>ei</u> ght
<u>loy</u> alty	<u>under</u> weight

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### 3/ THE BEETLE AND THE HONEY

1 Long ago, there lived in India a powerful raja. He expected everyone to obey him without question. He would never listen to a word of advice, or think twice before he acted. Often he was cruel and unjust.

2 This raja had as vizier, or chief minister, a man whom he trusted. The vizier was called Dhairya-Sila, meaning "the Patient One", for he never lost his temper. Though the people liked and admired him, some nobles were jealous of his beautiful house, his jewels, and his noble horses.

3 But among all his treasures, Dhairya-Sila valued most highly his beautiful wife, Buddhi-Mati. He loved nothing better than to spend quiet hours with her in their beautiful garden.

4 One evening Dhairya-Sila admitted to his wife that he was worried. An enemy had earned tales about him to the raja. Though the tale-bearer had been punished, the raja's manner had become cooler. Dhairya-Sila informed his wife that it would be wise to prepare for a sudden change.

5 It turned out that Dhairya-Sila was right. The raja listened to tales about his minister. For a day or two, the raja treated him with open rudeness. And then, suddenly, came a command to do a very shameful deed. Dhairya-Sila, patient till then, rose from his seat with a loud "No!"

6 "No!" roared the raja. "Who dares say 'No' to ME? A subject who disobeys me has not long to

live! You shall have a slow death. You will have time to be sorry."

7 Whereupon the raja ordered Dhairya-Sila to be taken to the top of a high tower and to be left without food and water, and with no shelter from the sun.

8 Buddhi-Mati waited all night for her husband. Knowing that something terrible must have happened, she veiled herself and slipped out into the streets. There she overheard a group of old men talking about the vizier's punishment.

9 Through a whole day the worried wife waited, thinking of the hot sun beating upon her husband. At midnight she slipped through the gates for her long walk to the tower. Eagerly she looked up. By the dim light of the stars she could just make out the form of her husband, leaning over the iron railing.

10 "My lord, it is I, Buddhi-Mati," she said in a low, clear voice.

11 The answer came softly and clearly: "Ah, I knew you would come."

12 "Tell me how to help you!" she said.

13 "Listen carefully," he replied. "At this time tomorrow night I shall want a beetle. You must choose a strong, active insect, for much depends upon it. And I shall want sixty yards of the finest silken thread, sixty yards of cotton thread, and the same amount of stout twine and strong rope.



- 14 "And," he concluded, "one drop of the purest honey."
- 15 She was surprised at these instructions but she obeyed them. When darkness fell the next night, Buddhi-Mati again made her way to the tower.
- 16 "I have all the things you told me to bring," she called.
- 17 "Just in time, too," he replied. "Another day of heat and thirst would have finished me.
- 18 "First of all," began Dhairya-Sila, "you must tie the end of the silk thread around the beetle. Be sure to leave its legs free. Now smear a drop of honey on its nose, and place it on the wall, with its nose pointed towards me. It will smell the honey ahead of it and climb."
- 19 The beetle climbed steadily to the top. Dhairya-Sila grasped it gently, untied the silk thread, and placed the beetle in his turban. Then he asked his wife to tie the cotton thread to the end of the silk thread. In turn he pulled up the cotton thread, the twine, and the rope. After tying the rope to the iron railing, he slid to the ground.
- 20 At home in the garden he freed the beetle. Then he hid himself for almost two days.
- 21 Meanwhile the raja was miserable. The thought that he might have brought about the death of the wisest man in his kingdom began to weigh heavily upon him. But he was too proud to pardon his chief minister. For two nights and two days he could neither eat nor sleep.
- 22 On the third day he would see no one. Through a big window he stared at the distant outline of the tower, and wished that he had never been born.
- 23 A low tap at the door made him call out angrily, "I will see no one. Anyone who disobeys me shall lose his ears."
- 24 "But, Sire," said Dhairya-Sila pleasantly, as he came in boldly through the door, "pray leave me mine, for indeed I have great need of them in your service."
- 25 With a cry, the raja rushed forward and embraced his chief minister. "How I have missed you!" he said. "But how ever did you escape from the top of the tower? Who helped you?"
- 26 "A beetle, Your Majesty," replied Dhairya-Sila, and then added, smiling gently, "a beetle and a drop of honey."



1. In this story, a beetle and a drop of honey
  - A. made all the nobles of India jealous
  - B. saved the life of a vizier
  - C. changed the mind of a raja
2. The vizier was different from his master in being
  - A. a jealous husband
  - B. a patient man
  - C. a tale-bearer
3. The raja began to lose trust in his vizier after
  - A. the vizier spent too much time with his wife
  - B. the vizier did not perform his duties
  - C. an enemy told tales about the vizier
4. The raja sentenced the vizier to death for his
  - A. refusing to obey a command
  - B. being rude to visitors at the court
  - C. losing patience with his wife
5. Paragraph 9 mainly tells how Buddhi-Mati
  - A. discovered where her husband was
  - B. went to the tower to visit her husband
  - C. greeted her husband
6. Dhairya-Sila's instructions to his wife suggest that he
  - A. had a plan to escape
  - B. liked sweet foods
  - C. wanted to spend his time sewing
7. One instruction the vizier did *not* give the second night was to
  - A. tie thread around the beetle
  - B. smear honey on its nose
  - C. direct its nose downwards on the wall
8. The vizier escaped from the tower as soon as he had pulled up

- A. the cotton thread
- B. the twine
- C. the rope

9. The vizier was welcomed by the raja because he
  - A. was sorry for his unjust actions
  - B. did not like his new vizier
  - C. needed the tower for another prisoner
10. If the beetle had disliked honey, it is likely the vizier would have
  - A. been rescued by his wife
  - B. been freed by the raja
  - C. suffered a slow death

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter. The paragraph number follows.

Write the whole word.

1. The last order the vizier gave was for a drop of purest honey.  
Anyone who has finished his remarks has c\_\_\_\_.  
(14)
  2. The vizier told his wife exactly what to bring to him.  
Orders telling someone what to do are i\_\_\_\_.  
(15)
  3. The thought that he had caused the vizier's death prevented the raja from eating and sleeping.  
Anyone who is very unhappy is m\_\_\_\_. (21)
- B. The word in capital letters is used in the story. The paragraph number follows the word.  
Look back at the paragraph to see how the word

is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. People who are JEALOUS (2) are
  - A. fond of jelly
  - B. eager to work for a cause
  - C. unhappy about another's good fortune
5. A SUBJECT (6) is
  - A. a person ruled by someone else
  - B. the main thought of a book or a talk
  - C. a special study
6. Anyone who has EMBRACED (25) someone else has
  - A. made someone feel ashamed
  - B. taken someone in his arms
  - C. appointed someone to a high position

C. Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word.

7. Suggestions about what to do are called a \_\_\_\_\_. (1)
8. A high official in the government is sometimes called a m \_\_\_\_\_. (2)
9. Anyone who is calm and not easily angered is p \_\_\_\_\_. (2)
10. The opposite of obeys is d \_\_\_\_\_. (6)
11. A head-covering of cloth wrapped about the head is a t \_\_\_\_\_. (19)
12. To free a person from some punishment is to p \_\_\_\_ him. (21)

D. The first syllable of many words is a vowel followed by a single consonant. Often another consonant begins the second syllable.

ad|mit            en |ter            in|jure

Read the three words and the sentence. The marks †† show where a word is missing. Choose and write the correct word. Draw a line after the first syllable.

Example: ad|vice

13. advance advice advise / The raja would never listen to a word of ††.
14. actions active actor / Often his †† were cruel and unjust.
15. adjourned admired admitted / But his chief minister was a man †† by the people.
16. adjusted admired admitted / One evening the vizier †† to his wife that he was worried.
17. infirm inform infringe / He thought it wise to †† her that there might be a sudden change.
18. announced annoyed answered / After the vizier †† "No!" to an order, his death seemed certain.
19. injections inspections instructions / After a night and a day, he gave †† to his wife.
20. escape escort espy / In the end, the raja was thankful the vizier had managed to ††.



## 4/ SHIP SHAPES

Murray T Pringle

- 1 The lookout man on the sea cliff saw the ships. They were not flying flags to show who they were. But the carved figures of dragons and serpents on their prows told him, better than any flag, who they were. "Pirates!" he shouted. "The men of the north are upon us!"
- 2 The practice of putting wooden figures on the prows of ships goes back many hundreds of years. It probably started with savage tribes. They decorated their war canoes with models of the gods they worshipped. They thought that these images would protect them and help them win fights with their enemies.
- 3 Sometimes the figureheads themselves were

used as weapons. An old Greek cup has been found by scientists. On it there is a picture of a craft with such a figurehead. It is a ship of the sixth century B.C. with a great battering ram shaped like the head of a fighting boar. It could smash into enemy ships and sink them.

- Beasts were common figureheads for warships. Some fighting ships of the Romans, for instance, bore carved images of crocodiles. Among the most famous figureheads on fighting ships were the dragon heads or scowling serpents of the "men of the north". These Norsemen, or Vikings, were fierce pirates. Their vessels were called Dragon Ships. During the eighth century, the Norsemen

Adapted by permission of the author from "Ship Shapes" by Murray T Pringle First published in *The Children's Friend*, June 1968.

swept down on Europe. As soon as the people saw the feared figureheads, they fled. Their riches were left behind for the raiders.

5 Through the years, dragons and other feared creatures were used less. They slowly gave way to less warlike carvings. Some were figures from old Greek stories. Neptune, god of the sea, was often used. Other figureheads honoured famous men of the sea. One of the finest is a wood carving of the great English captain Sir Francis Drake. It can be seen now in an English museum that shows the world's largest collection of "ship shapes" The carving was removed from a British ship used during the American Revolution.

6 Often figureheads were carvings representing their ship's names. One British warship, true to its name, carried a figurehead modelled after George III, King of Great Britain. In 1780, during a war between France and England, the *Royal George* was battling with a French ship. Cannons were firing. Patches of oily water flamed. There was a red glow from burning sails. From the bow of the ship bearing his name, the wooden face of King George III seemed to glare angrily. The two ships were evenly matched. But suddenly three more French ships showed on the horizon. The British captain knew that his ship would be no match for four French warships. He prepared to leave. But before he did so, one very important step had to be taken. He must spare their kingly figurehead the shameful sight of a British ship fleeing from enemies. So the crew blindfolded the king!

7 Not all figureheads were signs of war or models of famous people. Housed in a Connecticut museum is a figurehead taken about 1830 from the bow of a square-rigger. The carving is of young twin girls dancing together. Since the name of the ship often suggested the design, the square-rigger may have been named *Twin Sisters* or *Ann and*

*Elizabeth*. The dainty, blonde girls might have been the shipowner's daughters. The fierce old Vikings would likely have snorted in disgust at such a figurehead!

8 The use of figureheads was most widespread during the late eighteenth century and the nineteenth century. The beautiful Yankee Clipper ships of the early nineteenth century went to sea with very fancy figureheads. Some carvings were small. But others were very large. One of the most prized American figureheads, also in a museum, is a huge eagle. It was fixed to the bow of the U.S.S. *Lancaster* in 1858. It had a wing-spread of more than eighteen feet and weighed 3,200 pounds!

9 Men who sailed the seas thought of figureheads as signs of good luck. Sailors often chipped bits off the ocean-going images and carried them home as good-luck charms. So strong was their belief in the figureheads that many sailors refused to sail aboard any ship that did not have a carving on its prow.

10 But the time came when there was no longer any place for figureheads. The coming of steam meant the disappearance of wooden sailing-ships. Today, many figureheads are rotting away on the sea floor. Most of the others are in museums. If you should ever find or own a real figurehead, large or small, you would have a great treasure indeed!



1. The writer's main purpose was to discuss
  - A. the beauty of figureheads
  - B. materials used to make figureheads
  - C. the history of figureheads
2. Savage tribes thought their figureheads would
  - A. protect their warriors
  - B. help them win sea battles
  - C. Both A and B
3. The picture on an old Greek cup proves that
  - A. warriors were protected by figureheads
  - B. figureheads were used as weapons
  - C. Greeks worshipped boars' heads
4. At the sight of dragon and serpent figureheads, people fled because they
  - A. were afraid of the ugly carvings
  - B. knew Viking pirates were coming
  - C. wanted to leave their riches
5. The largest collection of figureheads is in
  - A. a Greek museum
  - B. an American museum
  - C. an English museum
6. The figurehead on the *Royal George*
  - A. represented the ship's name
  - B. honoured a famous seaman
  - C. looked like Neptune
7. On one occasion this figurehead was blindfolded so that
  - A. it would not see a shameful sight
  - B. the enemy's guns would not hit it
  - C. French ships would stop firing cannons
8. The figurehead described in paragraph 7 would have disgusted the Vikings because it
  - A. did not represent a famous person

- B. had been poorly carved
  - C. was not warlike

9. Paragraph 9 explains
  - A. when figureheads were most popular
  - B. how sailors felt about figureheads
  - C. where the *Lancaster* figurehead can be seen
10. Figureheads are not seen on ships today because
  - A. the wooden sailing-ships have disappeared
  - B. sailors carry other good-luck charms
  - C. better weapons have been invented

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter. The paragraph number follows.

Write the whole word.

1. Savage tribes put wooden figures of their gods on their war canoes.  
Figures shaped in wood or wax are m—. (2)
2. The figurehead of Sir Francis Drake is in the world's largest collection of figureheads.  
A building that displays collections of interesting articles is a m—. (5)
3. The fierce Vikings would have snorted at a figurehead representing dancing girls.  
A feeling of very strong dislike or indignation is d—. (7)

B. The word in capital letters is used in the story. The paragraph number follows the word.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The IMAGES (2) on the war canoes were



- A. pictures reflected in a mirror
  - B. carved likenesses
  - C. ideas pictured in words
5. The CRAFT (3), pictured on the ancient cup is
    - A. a group of workmen
    - B. a ship or vessel
    - C. an artful display
  6. Carvings REPRESENTING (6) names are
    - A. picturing the names in some form
    - B. giving the names letter by letter
    - C. replacing the names

C. Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word.

7. Large snakes are often called s—. (1)
8. The fore ends of ships, where the sides join, are p—. (1)
9. Sea-robbers are p—. (1)
10. Those who are frowning fiercely are s—. (4)
11. The line at which sky and land or sea seem to meet is the h—. (6)
12. Anything that is common in many places is w—. (8)

D. A BASE WORD or root may be changed in form, in meaning, and in use when letters are added to it.

You are STRONG, act STRONGLY, show STRENGTH.  
You feel HUNGER, are HUNGRY, eat HUNGRILY.

Read each base word and the word formed from it. The marks †† show where a word is missing in the sentence. Choose and write the correct word.

Example: scientists

13. science scientists / On an old cup found by ††, a boar's head is used as a figurehead.
14. fame famous / Among the most †† figureheads were the dragons and serpents of the Norsemen.
15. fierce fierceness / These †† pirates were

feared by Europeans of the eighth century.

16. war warlike / Later, figureheads became less ††.
17. design designer / Often the name of the ship suggested the †† of the figurehead.
18. dainty daintiness / Dancing figures of †† twin girls would have disgusted the Vikings.
19. disappear disappearance / The coming of steam meant the †† of decorations on ships' prows.
20. treasure treasurer / A real figurehead would be a great †† for anyone.

## 5/ THE GREATEST HOCKEY-PLAYER

John Robertson

- 1 Who is the greatest hockey-player in the world?  
In 1966, there was only one answer – Gordie Howe of the Detroit Red Wings. No other player had reached his count for games played and goals scored in the National Hockey League, top professional league in the world. Before 1966, Howe had been an all-star seventeen times. Six times he had won the scoring championship and the most-valuable-player award.
- 2 How had Gordie Howe become such a great hockey-player? The story begins in Saskatoon, Saskatchewan.
- 3 One day in 1933, when Gordie was five years old, a woman came to the front door of the Howe house. Her bare fingers were wrapped round the top of a worn gunny-sack.
- 4 “Can you help me out?” the woman pleaded. “My husband and baby are both sick, and we have no milk. If you’ll give me a dollar, you can have everything in this sack.”
- 5 Without even glancing at the sack, Mrs. Howe went to the kitchen. She dipped her hand into the jar that held the money for milk, returned to the door, and pressed \$1.50 into the woman’s hand. Then she emptied the sack on the floor. Among the odds and ends was a pair of skates.
- 6 Quick as a flash, five-year-old Gordie pounced on one of the skates. But before he could get the other, his older sister, Edna, had grabbed it.
- 7 The next day, the two children set off for the open-air rink. Each had one skate. The boots were far too big, and the children had to stuff rags into the toes. But one skate is useless, and a week later Edna gave hers to Gordie. Every night after that Gordie went to the rink. He would stumble home for supper, tired and covered with snow. He often fell down, but he was learning to skate.
- 8 Even then Gordie Howe loved hockey and worshipped the men who played it. He would scour the back lanes looking for corn-syrup labels in garbage-tins. The labels were sent away for pictures of hockey-players.
- 9 He was always asking his mother, “Can I be a hockey-player, some day, can I, Mom?” When he was six or seven, he’d come home from school and shout, “Come on, Mom, let’s play hockey!” He’d find an old stick for her and they’d play on the kitchen floor with sealer tops. Or he’d go outside and shoot rocks against the shingled veranda.
- 10 Every week-end in winter Gordie went down to the Hudson Bay Slough with a friend and played from morning until dusk. Thirty or forty boys were all trying to keep the puck away from other players. In this way Gordie learned one of the most important skills in hockey – stick-handling. He became so skilful that he could keep the puck from the other boys for minutes at a time.

Adapted by permission from “The Greatest Hockey-player in the World” by John Robertson. First published in *Maclean’s*, October 15, 1966.

- 11 Every school in Saskatoon has a hockey team to play against others in the school league. Gordie was soon the best player on the Westmount School team.
- 12 From the school team, he went to a junior hockey team. It wasn't long before the scout of the Detroit Red Wings saw him play. He sent a letter to the Red Wings' manager. "There is a boy in Saskatoon here who, I think, will make a great hockey-player." The Red Wings sent his parents a contract to sign. Gordie was on his way.
- 13 How did the scout know that Gordie Howe would some day be a great hockey-player? What qualities are needed?
- 14 First of all, a hockey-player must be a good physical specimen, healthy and strong. Gordie was a big boy for his age, with well-developed muscles.
- 15 Secondly, a hockey-player must be a fast and skilful skater. Hours and hours of skating on rinks and sloughs made Gordie Howe an expert skater.
- 16 A hockey-player must be able to shoot the puck hard and straight. To develop this skill, Gordie

practised whenever he had a chance. He shot tin cans, rocks, frozen apples anything he could find. In fact, his father feared that Gordie would break the boards in the house by shooting at them.

- 17 A hockey-player must have "hockey sense". This is very hard to explain and even harder to have. It means being where the puck is so that you can get it. It means knowing what to do with the puck after it is in your possession. Do you skate with it towards the other team's goal? Do you pass it to another player on your team? Do you shoot it? Knowing the right thing to do at the right time and doing it immediately is "hockey sense".
- 18 When he was sixteen years old, Gordie was sent to Galt, Ontario, to play for their junior team. Two years later he went to play for the Detroit Red Wings.
- 19 In twenty record-smashing years with the Red Wings, the player from Saskatoon made hockey history. As long as the game is played, the name of Gordie Howe will be remembered.

1. The writer is sure that Gordie Howe
  - A. was the world's greatest hockey-player in 1966
  - B. will always be remembered in the world of hockey
  - C. Both A and B
2. The story about the gunny-sack is told to show
  - A. why some people in Saskatoon were poor
  - B. how Gordie came to have his first skates
  - C. why Gordie wanted skates
3. Probably Gordie's main problem in learning to skate was that
  - A. his sister kept teasing him
  - B. older boys made him clear the snow from the open-air rink
  - C. his skates were too big
4. Gordie's early interest in hockey is shown by his
  - A. collection of hockey-players' pictures
  - B. use of standard hockey equipment
  - C. display of sealer tops
5. The length of time that Gordie kept the puck from other boys proves his skill in
  - A. puck-shooting
  - B. stick-handling
  - C. goal-tending
6. Which happened first to Gordie as a player?
  - A. He was signed to play for the Detroit Red Wings.
  - B. He played on the Westmount School team.
  - C. He played for the Saskatoon junior team.
7. Paragraphs 14 and 15 explain why Gordie had
  - A. great stick-handling ability
  - B. many hours of practice in figure-skating
  - C. the first two qualities of a good player
8. The way he learned puck shooting shows that this skill
  - A. can be practised without the use of a puck
  - B. will be developed in a short time
  - C. is part of the quality called "hockey sense"
9. Having "hockey sense" depends largely on
  - A. practising good manners
  - B. being able to think quickly
  - C. using the right equipment
10. The final paragraph shows
  - A. that the author thinks highly of Gordie Howe
  - B. why Gordie Howe made hockey history
  - C. Both A and B

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter. The paragraph number follows.

Write the whole word

1. A woman who badly needed money asked Mrs. Howe to help her.  
One who has asked earnestly has p\_\_\_\_ (4)
2. Gordie Howe searched for labels that he could send for pictures of hockey-players.  
Anyone who has greatly admired and respected someone has w\_\_\_\_ him. (8)
3. His parents signed it when the Red Wings sent it to them.  
A signed agreement between persons is a c\_\_\_\_ (12)



B. The word in capital letters is used in the story. The paragraph number follows the word.

Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Players belonging to a PROFESSIONAL (1) league are
  - A. people who earn their livings in other ways but enjoy playing
  - B. Olympic champions
  - C. those who are paid for playing
5. Anything PHYSICAL (14) has something to do with
  - A. the body
  - B. medicine
  - C. the mind
6. Anything done IMMEDIATELY (17) is done
  - A. eagerly
  - B. without delay
  - C. impatiently

C. Each sentence gives clues to a word. The paragraph number is also a clue.

Find and write the word.

7. A group of teams with a schedule for games is a \_\_\_\_\_. (1)
8. The first place in a series of games is the \_\_\_\_\_. (1)
9. A prize for a winner is an \_\_\_\_\_. (1)
10. On the prairies, bodies of water formed by rain or melted snow are called \_\_\_\_\_. (15)
11. Anyone who is very skilful is \_\_\_\_\_. (15)
12. Anything held or possessed by someone is in his \_\_\_\_\_. (17)

D. A syllable is a word or part of a word with the sound of a vowel, alone or with consonants.

In each sentence, find the word with the greatest number of syllables. Write the word. Using the list, draw lines to mark the syllables.

(A hyphen always marks a division )

Example: hock ey-play|er

13. In 1966, Gordie Howe was called the greatest hockey-player in the world
14. Six times he had won the scoring championship.
15. Six times he had won an award as the most valuable player.
16. During his boyhood, Gordie was a worshipper of the men who played hockey.
17. Hours and hours of skating and playing increased his expertness.
18. When the manager of the Red Wings heard from his scout, Gordie Howe was on his way.
19. One of Gordie's special gifts was knowing what to do with the puck when it was in his possession.
20. For this quality and others, Gordie Howe has won the admiration of hockey fans.

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*Two words in the list are not needed.*

ad mi ra tion	pos ses sion
cham pi on ship	prize-fight er
ex pert ness	pro fes sion al
hock ey-play er	val u,a ble
man ag er	wor ship per

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## 6/ THE HOUSE SPARROW

Max Braithwaite

1 What is the sauciest bird in Canada? In North America? Why, the noisy, spunky house sparrow, of course. But just over a hundred years ago there were no house sparrows at all in North America.

2 The first house sparrows were brought to Brooklyn, New York, in the year 1851, by a bird-lover named Nicholas Pike. He'd seen them in London, hopping about the streets and parks. They would be happy, he thought, in North America. So he sent to England for two hundred birds, a hundred males and a hundred females.

3 They arrived in large cages, chirping and hopping about, full of curiosity. Mr. Pike called his bird-loving friends together. They loaded the cages carefully on carts and drove to a hill on the outskirts of Brooklyn. History has no record of the scene, but we can imagine it: a long row of small cages with a bird-lover standing ready beside each.

4 Nicholas Pike probably made a little speech to suit the occasion.

5 "My friends," he may have said, "we are making history today. Into the great community of American birds we are introducing a new feathered friend. Long may he prosper and multiply!"

6 The house sparrows wouldn't understand this speech, but they may have sensed that they were soon to be on their own. Being the spunky

creatures they are, they could hardly wait to be free.

7 The cage-doors were opened. With a great fluttering of wings, away went two hundred sparrows into a new world — looking for food, avoiding new enemies, finding new places to build nests.

8 One thing they discovered right away: there were just as many horses in Brooklyn as in London. At first the birds' main food was the grain in horse-droppings.

9 In Brooklyn at this time many trees were being ruined by pests called spam worms. They were in the parks by the thousands. Experts were anxious to learn how to get rid of them.

10 One day Nicholas Pike and his friends were going through a park looking for their sparrows. You can imagine their excitement when they saw house sparrows in the trees eating the worms. They hurried to tell the city officials about their birds.

11 Another thing that pleased Mr. Pike was that house sparrows liked to be with people. Instead of disappearing into the woods, the chummy little chaps flew into city yards. The birds hopped about the back steps, picking up bread crumbs, drinking out of the dog's dish, and making themselves right at home.

12 One day Mrs. Pike noticed sparrows flying under the eaves with bits of straw and string dangling from their beaks. She told Mr. Pike and they went to investigate. Sure enough, the sparrows were building a nest.

13 "If they can just lay eggs and raise their young, their battle for life here will be won," Nicholas Pike rejoiced. He didn't know that already many sparrows had succeeded in raising young, and that his two hundred birds had now become at least four hundred.

14 Other cities that heard of the sparrows and the spam worms were quick to follow Brooklyn's lead. New York officials imported two hundred birds and let them go in the parks. Rochester started off with a hundred. Philadelphia topped them all. The spam worms were so plentiful there that the city fathers imported and released no fewer than a thousand English sparrows.

15 And what about the sparrows? They found the new land very much to their liking. They decided to travel to see more of it.

16 They did this in many ways. A railway train

carrying grain from Chicago was unloaded in Philadelphia. Of course there were a few grains left on the floor, of course, a pair of house sparrows flew in to investigate. "Bang!" The door was slammed shut, the train started up, and a family of these sparrows was on its way to Chicago.

17 In the West they found plenty of granaries and flour-mills – wonderful places to build nests.

18 They flew, they travelled by train, they even hitch-hiked rides on boats. Twenty-five years after Nicholas Pike and his friends made the mistake of letting them loose, the house sparrows had covered an area of five hundred square miles.

19 By the end of another ten years, they had spread their tiny wings over a thousand times that area – no fewer than 500,000 square miles. Each year, they became used to different climates and foods. And, as happens with most things that are plentiful rather than scarce, people began thinking of them as a nuisance, wondering how to get rid of the pesky little rascals. And people have been wondering ever since.

1. This story about house sparrows mostly tells of their
    - A. arrival and increase across this continent
    - B. harmful effects on farmers' crops
    - C. noisy, saucy behaviour
  2. Nicholas Pike's reason for introducing house sparrows to Brooklyn was that they
    - A. had become nuisances in London
    - B. would like living in North America
    - C. might destroy insect pests in Brooklyn
  3. Before releasing the birds, Pike and his friends
    - A. took them to a hill on the edge of Brooklyn
    - B. put identification bands on their legs
    - C. had the mayor make a speech
  4. The first food the house sparrows ate was
    - A. bread-crumbs
    - B. grain
    - C. spam worms
  5. Pike began to believe they would succeed in North America when he saw them
    - A. hopping about people's back steps
    - B. flying into city yards
    - C. building nests
  6. Paragraph 13 shows that the birds were
    - A. multiplying more rapidly than Pike realized
    - B. building their nests with straw and string
    - C. finding conditions similar to those in England
  7. If the sparrows had not eaten spam worms, sparrows might never have
    - A. travelled outside the Brooklyn area
    - B. been imported by officials in other cities
    - C. nested in the trees
  8. Of the sparrows' many ways of travelling in North America, the author mentions
    - A. horse-drawn carriages and railway trains
    - B. automobiles, ships, and aircraft
    - C. trains, boats, and their own wings
  9. Many Canadians and Americans probably think that sparrows should
    - A. be protected by all governments
    - B. never have been brought to North America
    - C. be taught to be clean and quiet
  10. The story does *not* tell us that house sparrows
    - A. remain in North America all winter
    - B. belong to the weaverbird family
    - C. Both A and B
- ### Thinking about the Words
- A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.  
Write the whole word
1. Mr Pike probably made a suitable speech before he and his friends freed the birds.  
A special happening is an o—. (4)
  2. Experts wanted to get rid of spam worms.  
Being very eager about something is being a—. (9)
  3. New York followed Brooklyn's lead about sparrows.  
Anyone who has brought something into one country from another has i— something. (14)
- B. The word in capital letters is used in the story.  
Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Being full of **CURIOSITY** (3) is being full of
  - A. anxiety to cure someone
  - B. eagerness to learn about something
  - C. a desire to interfere with others' actions
5. A **COMMUNITY** (5) is a group that has members
  - A. alike in some way
  - B. interested in sports
  - C. travelling daily into a city
6. Those who **INVESTIGATE** (12) try to
  - A. deposit money in banks
  - B. find the facts behind a happening
  - C. create new machines or appliances

C. Each sentence gives clues to a word.

Find and write the word.

7. Anyone who brings something new into a place is        something. (5)
8. Anyone who does well is said to       . (5)
9. Men who hold positions or offices in a government are its       . (10)
10. Those who have done well in some activity have        in it. (13)
11. Those who are set free are       . (14)
12. Buildings in which grain is stored are       . (17)

D. Two **CONSONANT DIGRAPHS** with *h* are regular in their sounds.

*ph* / (phone, graph)                      *sh* as in *she* or *rush*

Other consonant digraphs with *h* may give different sounds. Often the *gh* digraph is silent.

Find in each sentence the word that has the digraph described. Write the word and underline the digraph. (One word has the same digraph twice.)

Example: Nicholas

13. *ch*    *k* / House sparrows were first brought to North America by Nicholas Pike of Brooklyn.
14. *th* as in *then* / Altogether two hundred birds were shipped to him from England.

15. *th* as in *then* / Pike hoped his feathered friends would flourish.
16. *gh* silent / His speech meant little to them, but the birds liked the neighbourhood.
17. *ch* as in *chin* / City officials in New York and Rochester imported more sparrows.
18. *ph*    *f* / The city fathers in Philadelphia released no fewer than a thousand sparrows.
19. *wh* as in *when* / The birds travelled elsewhere, even hutch-hiking rides on boats.
20. *sh* as in *she* / Since Pike made his mistake, few people have been worshippers of sparrows.





## 7/ THE TALKATIVE LORIKEET

Harold Courlander

- 1 In ancient times it was not the parrot that was kept in man's house and taught to speak, but the lorikeet. People had found that this small bird was intelligent and needed little teaching. It could easily repeat any words it heard. Not only that, the lorikeet often spoke its own thoughts instead of merely imitating sounds.
- 2 All this changed when, one day, a farmer saw a buffalo wandering in his rice-field. It was his neighbour's animal, but the farmer killed the buffalo and hid the meat. Part of the meat he hid on top of his rice-house, the rest he hid in the rice-bin.
- 3 The next day the neighbour came looking for his animal. The farmer denied seeing it, but his lorikeet spoke up. "My master killed your buffalo. Part he hid in the rice-bin and part he hid over the rice-house."
- 4 The neighbour looked in the places the bird had mentioned and found the buffalo meat. But the farmer explained, "Yes, this is where I always keep my meat. But I did not see your buffalo. This is the meat of another animal."
- 5 The lorikeet called out again: "He killed it. Part he hid in the rice-bin and part he hid over the rice-house."

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6 The neighbour was perplexed. He didn't know whether to accept the word of the man or the bird. And so he took the matter to court. The trial was set for the following day.

7 The farmer who had stolen the meat said to himself, "Why should the word of a lorikeet be taken, rather than my word?" That night he took the bird and placed it in a large brass pot. He covered the pot with cloth, so that it was dark inside. Outside, the night was clear and bright.

8 The farmer began to beat the pot, softly at first, then more loudly, until it sounded like thunder. He took a dipper of water, dripping a little of it on the cloth now and then so that it sounded like rain. All night long he pounded on the pot and dripped water, and he stopped only when dawn came.

9 When it was time for the trial, he took his bird to court. When the judge asked the lorikeet for its testimony, the bird repeated, "He killed the buffalo. Part he hid in the rice-bin and part he hid over the rice-house."

10 "The bird speaks more nonsense than sense," protested the farmer. "Ask it another question. Ask what kind of night we had last night."

11 So the judge questioned the lorikeet. "It was dark and stormy," replied the bird, "The wind blew, the rain poured down, and the thunder roared."

12 "Last night was calm and clear," said the farmer, "and the moon was shining. Can you condemn me on the testimony of this bird?"

13 The judge was convinced. He said, "You are innocent, and your life was endangered by this worthless lorikeet. Henceforth we will not keep this bird in our houses and care for it."

14 So the dishonest farmer was freed and the lorikeet was expelled and sent back to the forest. There it had to care for its own needs. But one day it met a new bird in the forest. It was larger

and covered with brilliant red and green feathers.

15 "I am the parrot," said the new bird. "I have come from the South. I speak the language of man."

16 Then the lorikeet said, "Welcome to our country. As you are a stranger here, accept my advice and warning. For many years I was kept in man's house. I spoke not only the words man spoke, but what was in my own mind also. But when I spoke my thoughts it displeased man, and I was driven away. This is my warning. When man learns that you can speak his language, he will capture you and take you into his house. Say nothing but what he teaches you. Repeat his words and nothing more, for man loves to hear only his own thoughts repeated. He is not interested in truth or wisdom from any other sources."

17 The parrot listened to the lorikeet and thanked it. One day, the parrot was captured and brought to man's house. Like the lorikeet, he was fed and cared for and he was taught the things man wanted him to say. But the wise parrot only echoes the words that he hears from man's lips.

1. People kept lorikeets as pets
  - A. in ancient times
  - B. during the Middle Ages
  - C. in modern times
2. The practice changed after a rice-farmer's lorikeet
  - A. repeated to a neighbour what its master had said
  - B. lied to a neighbour about what its master had done
  - C. reported that its master had killed a neighbour's buffalo
3. The neighbour went to court because he
  - A. believed the rice-farmer
  - B. believed the lorikeet
  - C. couldn't tell which spoke the truth
4. The night before the trial, the farmer kept the bird in a cloth-covered pot to
  - A. make it dark enough for the lorikeet to sleep
  - B. punish the lorikeet
  - C. make the bird answer wrongly in court
5. The farmer's actions made the lorikeet think
  - A. the night was dark and stormy
  - B. its master was very angry
  - C. the night was clear and bright
6. In court, the bird's answer to the question about the buffalo meat was
  - A. the truth
  - B. a lie the lorikeet chose to tell
  - C. what its master wished it to say
7. The bird's answer to the question about the weather was
  - A. the truth
  - B. a lie the lorikeet chose to tell
  - C. what its master wished it to say
8. As a result of the lorikeet's answers,
  - A. the bird was returned to the forest
  - B. the dishonest farmer was judged innocent
  - C. Both A and B
9. When the parrot and the lorikeet met, the lorikeet
  - A. warned the parrot against the farmer
  - B. gave the parrot wise advice
  - C. told the parrot to return South
10. This folk-tale explains why
  - A. the lorikeet was talkative
  - B. parrots only repeat man's words
  - C. a farmer killed his neighbour's buffalo

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word.

1. The lorikeet needed little teaching.  
Anyone who is quick at learning is i—. (1)
2. The lorikeet could easily repeat any words it heard.  
Anyone who is copying something is i— it. (1)
3. The neighbour didn't know whether to believe the man or the bird.  
Anyone who is puzzled or in doubt is p—. (6)

B. The word in capital letters is used in the story. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. TESTIMONY (9) at a trial is
  - A. statements by those who know something about the case
  - B. proof that the person being tried is guilty
  - C. proof that the person on trial is innocent
5. Anyone who is CONVINCED (13)
  - A. is declared guilty and is sentenced to prison
  - B. has been made sure or persuaded of something
  - C. has been greatly disturbed by something
6. Anyone who is EXPELLED (14) is
  - A. refused further admission to school
  - B. under a magician's power
  - C. sent out of a place

C. Each sentence gives clues to a word.

Find and write the word.

7. Anyone who has spoken briefly about something has m— it. (4)
8. Anyone who has objected or argued has p—. (10)
9. Anyone who finds another guilty of some crime is said to c— him. (12)
10. Anything of no value is w—. (13)
11. The opposite of *honest* is d—. (14)
12. Anything that is very bright and shining is b—. (14)

D. The letters *si* and *ti* are often digraphs giving the sound of *sh*. In many words, they are followed by *on*.

pension    profession    action    national

Find in each sentence the word that has the digraph *si* or *ti* sounded as *sh*. Write the word and underline the digraph.

Example: instrution

13. People of ancient times knew the lorikeet was intelligent and needed little instruction.
14. Then came the day when a lorikeet mentioned places in which buffalo meat was hidden.

15. Its owner had killed an animal that was the possession of a neighbour.
16. The dishonest farmer played a trick to disprove the bird's confession of his deed.
17. In court, the lorikeet's description of a stormy night convinced the judge the bird was worthless.
18. The judge ordered the bird's expulsion.
19. The lorikeet had learned there was danger in any expression of its own thoughts.
20. Men wanted to hear only imitations of their own words.

## 8/ HOUDINI, MASTER OF ESCAPE

- 1 The handsome little man stood quietly on the deck of the boat while men handcuffed his wrists and chained his ankles. Then, while thousands of people watched from the river-banks, he was put into a heavy wooden box and the lid was nailed shut. The box was bound with ropes and dumped into the river.
- 2 Was this man about to die a horrible death as punishment for some dreadful crime? No indeed. He was not a criminal, and he certainly did not plan to die. Moments after the box sank, the little man bobbed to the surface, free of box, handcuffs, and chains.
- 3 The crowd cheered as he swam to the boat. Once again Harry Houdini had done the impossible.
- 4 Houdini was one of the most famous magicians of all time. Born Ehrich Weiss in 1874, he took the name Houdini when he became a professional entertainer. He performed his stunts and tricks all over Europe and America. Presidents and kings were among those who watched him walk through brick walls, make elephants disappear, and turn girls into orange-trees.
- 5 Houdini, of course, didn't really do these things. It just looked as if he did. And hard as they tried, few people who saw him learned how he had fooled them.
- 6 Although Houdini could perform a variety of

tricks, he was most famous as an escape artist. No matter how he was bound, he could always wriggle free. He was locked in mail-bags; he was sealed in milk-cans filled with water; wrapped in a strait-jacket, he was even suspended by his feet from high buildings and bridges. Always he managed to free himself.

- 7 Houdini was an expert on ropes, knots, handcuffs, and locks. He collected examples of these restraints from all over the world and was always interested in new methods of holding prisoners. Most of the locks and handcuffs he used were "doctored" by his assistants' trick hinges and secret pins made his escape simple. But escaping from strait-jackets was a different matter. These restraints of leather and canvas were strapped around the body so tightly that it was difficult even to breathe; Houdini had to rely on his strength and skill to wriggle free. Once he struggled with a strait-jacket for an hour and a half before he crawled free, bruised and bleeding.
- 8 Police departments often challenged him to escape from their jails. In Boston he was bound with handcuffs and ankle-chains and placed in a cell. His clothing was locked in another cell. Then the police left him and went to the warden's office to wait.
- 9 Twenty minutes went by. The policemen felt



pleased, for Houdini usually needed only a few moments to make his escapes. Then the telephone rang. It was Houdini, calling from a theatre half-way across the city.

10 After the police had left him, Houdini had shed his manacles, unlocked his cell, and removed his clothes from the other locked cell. Then he had sneaked past the guards, climbed the prison wall, and gone to make the telephone call.

11 To open jail locks, Houdini usually had to have a tool of some kind – even a piece of wire. He was an expert at concealing keys and lock-picks, sometimes hiding them in his bushy hair or in his mouth. He even hid keys on his jailers' clothing while he was being searched; as soon as each search was over, he skilfully took back the key!

12 Though he used tricks for many of his escapes, he still depended on skill, strength, and courage. A simple mistake could have meant death, especially in his underwater escapes. He could untie knots and pick locks with his teeth and toes. He practised underwater swimming and holding his breath for long periods. He could even survive a long time on a small supply of air; once he was sealed in an air-tight box, and spent ninety-one minutes at the bottom of a swimming-pool. Small but strong, he kept himself in excellent condition by regular training.

13 On the day Houdini was boxed and thrown into the river, his assistant probably passed him a key. Before the box touched the water, he unlocked the chains and handcuffs. Once underwater, he opened a trick panel in the crate and swam out. He probably stayed underwater longer than necessary – just to give the crowd a thrill.

14 The little magician rarely told the public how he performed his tricks. That would have spoiled the fun and kept people from going to see his acts. After his death, his notes were published and his assistants explained many of his stunts.

15 Houdini himself was once the victim of a trick. He walked into a hotel to make a phone call and, just for fun, someone locked the door. Since Houdini was unprepared, he was helpless. A hotel employee had to get a key to release him. Meanwhile, there stood the master of escapes – locked in a public phone booth!



- The opening paragraphs describe
  - the beginning of Houdini's professional career
  - an event that illustrates Houdini's skill
  - the methods Houdini used to fool people
- The magician changed his name to Harry Houdini
  - when he first came to America
  - in 1874
  - when he began to perform for the public
- Details in paragraph 6 prove his skill in
  - conjurers' tricks
  - opening strapped and locked trunks from inside
  - escaping from different types of containers
- Strait-jackets were a harder test for Houdini because they
  - had hinges and secret pins in them
  - were not "doctored" to make escape easy
  - had many locks on them
- Houdini was jailed in Boston because
  - police wanted to test his skill at escaping
  - his friends wanted to play a trick on him
  - he had broken the law
- The last event in the Boston story was Houdini's
  - telephoning the warden's office
  - releasing himself from his restraints
  - sneaking by the guards
- The likely reason for his success in opening the Boston jail-locks was that
  - assistants had oiled them beforehand
  - hidden tools or keys were not found by his searchers

C. policemen had "doctored" them

- Paragraph 13 gives details explaining
  - the personal qualities needed by a magician
  - Houdini's training for underwater escapes
  - the escape described in the opening paragraphs
- Explanations of many of Houdini's tricks were
  - given to the public at each performance
  - published before the magician's death
  - concealed during his lifetime
- The phone-booth story is told to show that
  - sometimes a magician like Houdini
  - needs to make phone-calls
  - cannot release himself if he is unprepared
  - requires money to call a friend

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word

- As an escape artist, Houdini was an expert on ropes, knots, handcuffs, and locks. Articles that are used to limit anyone's movements are r—. (7)
- Houdini had been bound with handcuffs and ankle-chains. Chains or fetters used to bind anyone's hands or feet are m—. (10)
- Houdini managed to have tools ready for his escape by hiding them during searches. Anyone who is hiding articles is c— them. (11)

B. The word in capital letters is used in the story.

Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. PRESIDENTS (4) are
  - A. people who live in a particular place
  - B. heads of countries not ruled by kings
  - C. events that happen before, or precede, others
5. A VARIETY (6) of tricks is
  - A. an especial kind of trick
  - B. tricks continued without change
  - C. several kinds of tricks
6. Anyone who has to RELY (7) on something must
  - A. depend on it for some result
  - B. receive food and shelter from it
  - C. pass an article on to another player

C. Each sentence gives clues to a word.

Find and write the word.

7. Anyone who commits a crime is a c—. (2)
8. A person trained and paid for skilful performances is p—. (4)
9. Anyone who is in a hanging position while fastened to something above is a—. (6)
10. Those who help or assist someone are helpers or a—. (7)
11. Anything that has been made public in book form has been p—. (14)
12. Anyone who is paid for his work by an employer is an e—. (15)

D. The first syllable of many words is a vowel followed by a single consonant. Another consonant begins the second syllable.

injure                  object                  un'der

Read the three words and the sentence. The marks †† show where a word is missing. Choose and write the correct word. Mark off the first syllable.

Example: en,tertain

13. engineer enterprise entertain / As a performer, Houdini could †† an audience anywhere.
14. escaping escorting esteeming / His special stunt was †† from various restraints.
15. excepted expected exploded / Those who †† him to fail were disappointed.
16. undercover underwater underwritten / Houdini practised especially hard for †† escapes.
17. excavate excellent excitement / He also kept himself in †† physical condition.
18. employees employers employments / Only the †† who assisted him knew his secrets.
19. explaining exploding extracting / After his death, a book was published †† his stunts.
20. artery article artistry / Few professional magicians have shown such great ††.

## 9/ THE BEAUTIFUL BELUGA

1 Jacques Cartier, the first white man to tell of sailing up the St. Lawrence River, reported seeing numbers of white whales. They can still be seen in the river during the summer months. The St. Lawrence River is about as far south as the whales ever come. From this area they range north to the Arctic Ocean, always staying close to the shore. Sometimes the whales find their way into river mouths, and they often travel far upstream.

2 The Eskimos and the fishermen of Greenland and Alaska call them white whales, and depend on them for much of their food and oil. The whales are also called white porpoises, since a porpoise is really a smaller-sized whale. Most often they are called beluga whales.

3 Compared with other whales, the beluga is quite small. It rarely measures more than sixteen feet and often measures less. Adult belugas are ivory-white; unlike other whales, they have no black markings. Because of their unusual colouring, they are thought to be the most beautiful of all the whales. There are no fins on the beluga's

back, and only two small flippers on the underside of the body near the head. The beluga's head is small, with a "beak" that juts out slightly. This beak contains rows of sharp teeth.

4 The beluga, an air-breathing mammal, has very large lungs. Their large space for holding air allows a long stay underwater. But the whale must come to the surface from time to time to breathe fresh air. In common with all whales, it breathes through a blowhole in the top of its head.

5 Its food is mostly fish, which it obtains by swimming into large schools of them. It also eats small squid and many other sea creatures that come into its range. When the beluga finds a school of fish, it eats as much as it can get. The extra food is stored in the form of blubber, which is a layer of fat. During long periods when there is little food, the whale uses up the blubber for energy.

6 Like all baby whales, the beluga baby is born underwater. The first thing the young whale does is to go to the surface for a breath of air. Then it returns to its mother for a drink of warm milk.

At birth, the baby is about the size of a ten-year-old boy. Except for its dark grey colour, the baby looks just like its mother. As time passes, the skin becomes mottled, then yellow; after four or five years, the young beluga becomes ivory-white.

7 Scientists have discovered that belugas make a great variety of sounds. By lowering microphones into the water, human listeners have heard noises that vary from clucks and ticks to chirps and whistles.

8 Why do the whales make these sounds? Nobody knows definitely. But there is a strong possibility that the whales are talking to one another, or at least giving signals. It is also likely that the whales use a high squeaking sound to find their food. They send out calls and listen to the echoes that come back when the sound-waves strike a school of fish. It seems that the whale can tell the distance and direction of the school.

9 Does this ability mean that the beluga is intelligent? The question is difficult to answer. Man tends to judge the intelligence of other creatures by comparing them to himself. But this, of course, is not a good comparison. Certainly the beluga, like others of the whale family, has a very large brain. Dolphins, porpoises, and pilot whales in aquariums have learned to perform many difficult feats.

10 The only real enemy of the beluga, besides man, is the killer whale. These fierce whales travel in packs and attack just about anything that swims. Although not much bigger than belugas, they can tear the white whales to pieces with their powerful jaws and rows of razor-sharp teeth.

11 Another hazard for the beluga is Arctic ice. Sometimes the whale becomes trapped in a stretch of open water that is ringed by miles of solid ice. Here it is easy prey for Eskimo hunters. If not killed by Eskimos, the whale starves to death.

12 Belugas sometimes become "beached" in

shallow water. Although they breathe air, they must have water to buoy up the great weight of their bodies. Without enough water, their lungs are crushed. Their tender skin is dried out by the sunlight, another cause of death in the shallows.

13 But in spite of these natural perils, the beluga whales are managing to survive. The Eskimos are becoming less dependent on whales for food; therefore fewer whales are being killed by man. The beluga, we hope, will long continue to live and play in our waters.



1. Beluga whales are found
  - A. only in the rivers and lakes draining into the St. Lawrence
  - B. in the St. Lawrence and ocean waters farther north
  - C. only in the St. Lawrence River
2. Adult belugas differ from other whales in size and
  - A. colouring
  - B. swimming ability
  - C. method of breathing
3. A beluga can stay underwater a long time because it has
  - A. gills that take in oxygen from the water
  - B. lungs that hold a large amount of air
  - C. a mouth that contains many sharp teeth
4. When fish or other sea creatures become scarce, the beluga
  - A. lives on stored blubber
  - B. moves to warmer water
  - C. eats seaweed
5. The paragraph about baby belugas does *not* tell
  - A. where they are born
  - B. what they feed on
  - C. why they change colour
6. According to paragraph 8, the varied sounds made by belugas may be used to
  - A. signal other belugas and locate food by echoes
  - B. tell the depth of the water and the direction of the shore
  - C. locate enemies and signal other belugas
7. Scientists are not yet sure that the beluga has
  - A. great intelligence
  - B. a large brain
  - C. Both A and B
8. Killer whales can kill belugas because killer whales
  - A. are much bigger than belugas
  - B. have very strong jaws and sharp teeth
  - C. travel in pairs
9. Paragraphs 11 and 12 mainly describe
  - A. other natural hazards facing belugas
  - B. the geography of the Arctic
  - C. Eskimo hunting methods
10. The last paragraph suggests that
  - A. there is more chance today of the belugas' surviving
  - B. pollution of Arctic waters is a new danger from man
  - C. whale-hunters should be limited in their catch

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word.

1. Scientists have heard sounds that vary from clucks and ticks to chirps and whistles. Several different kinds of a particular thing make up a v—. (7)
2. It seems that the whale can tell the distance and direction of a school of fish. Anyone who has the power to do something has a—. (9)
3. Whales trapped in Arctic ice are killed by hunters or by starvation.



Anything that is dangerous or threatening is  
a h—. (11)

B. The word in capital letters is used in the story.

Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. MICROPHONES (7) are instruments that
  - A. pick up sounds and make them louder
  - B. measure distant objects
  - C. enlarge objects to make them visible to the human eye
5. A POSSIBILITY (8) is an idea that
  - A. can never be proved true
  - B. may be true
  - C. is not likely to be true
6. The INTELLIGENCE (9) of creatures is
  - A. information passed about among them
  - B. their power to think and learn
  - C. a system of spying on others

C. Each sentence gives clues to a word.

Find and write the word.

7. Those who count on others for some help  
d— on them. (2)
8. Anyone who acquires or gets something o—  
it. (5)
9. The power behind a physical movement is  
e—. (5)
10. Anything that is known for certain is known  
d—. (8)
11. Anyone who is observing and judging in order  
to find likenesses is c— objects. (9)
12. An opposite of *deep* is —. (12)

D. A SUFFIX is a special kind of ending. It changes the meaning and the use of a word.

Things that *differ* are *different* and show a *difference*.

Anything *odd* is an *oddity* and may act *oddly*.

Read the two words that have suffixes. Choose

the word that should take the place of the word in italics (*slanting type*). Write the correct word. Use the paragraph reference if you need help.

13. beautiful beautify / The beluga is thought to be the most *beauty* of all whales. (3)
14. rarely rarity / Since it *rare* measures over sixteen feet long, it is relatively small. (3)
15. slightly slightness / It has rows of sharp teeth in a "beak" that puts out *slight*. (3)
16. variety various / Studies have shown that the beluga makes a great *vary* of sounds. (7)
17. possibility possibly / There is a strong *possible* that some sounds are signals about food. (8)
18. ability ably / Does this *able* mean the whale's intelligence may be compared to man's? (9)
19. comparable comparison / Such a *compare* is not a good one. (9)
20. dependable dependent / Now that the Eskimos are less *depend* on them, belugas have a better chance of survival. (13)



## 10/ THE CONTRARY WIFE

Harold Courlander

- 1 There was once a villager who had the bad luck to have a contrary wife. So perverse was she that other contrary people seem well-mannered and considerate by comparison.
- 2 It was bad enough for her neighbours. If someone said the parson had given a good sermon, she would say it was a bad one. If the fish-seller had only herring to sell, she would demand smelt. If he offered her fresh fish, she wanted it salted; if he had salted, she wanted fresh. When someone noticed the wind blowing from the east, she found that it was coming from the north.
- 3 But if it was bad for her neighbours, it was endlessly miserable for her husband. When he thought it would be nice to visit his brother on a Sunday, she would correct him, saying that it would be better to visit her sister. When he would ask her to mend a shirt, she would say no, it was his sock that needed darning. If he wanted beer, he would get tea. If he asked for tea, he would get water. Sometimes the neighbours complained to him about his wife. He would say: "Good neighbours, why do you complain? When you go into your house at night you hear no more of my wife. As for me, I live with her. There's no end to my misery. When I eat fast, she says to go slow. If I sleep on my back, she wakes me to tell me to turn over."

From *Ride with the Sun* edited by Harold Courlander.  
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permission of McGraw-Hill Book Company.

4 One morning the villager and his contrary wife went out to inspect their rye-field. They crossed the river and looked at the grain closely.

5 "The rye will be ready for harvest on Tuesday," the man said.

6 "Monday," his wife corrected him.

7 "Very well, Monday," the man said. "I'll get Halvard and Hans to help."

8 "You'll do nothing of the sort," his wife corrected him. "You'll get Thore and Erik to help."

9 The poor villager was so used to this sort of thing he said, "Yes, of course, Thore and Erik." And thinking aloud, rather than speaking to his wife, he said, "We'd start at seven in the morning."

10 But his wife said, "Six thirty."

11 "The weather's likely to be good this week," he said, looking at the sky.

12 "No, it will surely rain," his wife said, also looking at the sky.

13 The villager was getting fed up, but he'd had so much practice at this sort of thing that he held his temper.

14 "Rain or shine, we'll reap with scythes."

15 "Scythes, did you say?" his wife asked, her voice rising. "You'll cut with shears."

16 "Cut with shears?" the man asked, stopping in his tracks. "Who ever heard of harvesting a field with shears? We'll reap with scythes."

17 "Shears," the woman said firmly.

18 As they argued, they crossed the bridge.

19 "Scythes," the man said angrily.

20 "Shears!" the wife replied. "Shears!"

21 So angry was she at being argued with that she didn't look where she was going, and she fell off the bridge into the water. It was deep where she fell in, and she disappeared from sight. But when she bobbed to the surface, she shouted – not "Help!" or "Save me!" but "Shears!" She sank again, and when she rose to the top the man had just time to call back "Scythes!" before she dis-

appeared. In a moment she was back, coughing and sputtering and shouting "Shears! Shears!" She sank again, and when her head reappeared in the swirling water her husband spoke in a determined and calm voice. "It will be scythes!" The obstinate woman came to the surface once more, but she was too weak to talk. She went down slowly, without uttering a word, but as her head went under, her hand came out of the water, and with her fingers she made the motions of a shears opening and closing. Then she was seen no more.

22 The villager went back to get his friends, Thore and Erik, Halvard and Hans. They all searched together for the woman, but they could find no trace of her near the bridge.

23 "Let us look downstream," one of them said. "Surely the water has carried her away."

24 So they went downstream and looked, but there was no sign of her.

25 "Where could she have gone?" the men asked each other.

26 Suddenly the villager slapped his head.

27 "How could I have lived so long with this woman without guessing what she would do at a time like this!" he exclaimed. "There is no one in God's world like her. Other people would float downstream, that is true. But not she. She is too contrary. Would she go along reasonably with the current? No, not that woman! We'd better look upstream by the dam."

28 So they went upstream past the bridge, and as the villager had guessed, they found her there, trying to float upwards over the dam itself.

1. The contrary wife upset people because she
  - A. always argued with them
  - B. sometimes proved to be right
  - C. never stopped talking
2. An example of her contrariness with others is her
  - A. behaviour with the fish-seller
  - B. complaint about her husband
  - C. remark to the parson
3. Details in paragraph 3 show that her husband
  - A. always argued with her
  - B. suffered most from her behaviour
  - C. never spoke to the neighbours about her behaviour
4. At their rye-field, husband and wife discussed
  - A. when they would harvest
  - B. who would help them harvest
  - C. Both A and B
5. The husband agreed with his wife until she said
  - A. they would start work at 6.30 a.m.
  - B. rain would surely come
  - C. they would harvest with shears
6. He had to disagree with her because
  - A. they needed an earlier start
  - B. shears were not suitable for harvesting
  - C. he had heard the weather forecast
7. The wife fell from the bridge because
  - A. anger prevented her from looking where she was going
  - B. her husband lost his temper and pushed her
  - C. the rails had been removed
8. Paragraph 21 is mainly about the wife's
  - A. calls for help while drowning
  - B. contrary behaviour even while drowning
  - C. movements with her fingers as she came up for the third time
9. The reason for the search upstream was that
  - A. the searchers had already gone to the mouth of the river
  - B. the villager guessed what his wife would do
  - C. objects usually float against the current
10. The ending of the story suggests that
  - A. the flow of the tide had changed the direction of the current
  - B. the villager was heart-broken at losing his wife
  - C. contrariness can last even after death

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word.

1. Instances in the story show that the villager was always being corrected or disobeyed. Anyone who is very unhappy or troubled is m\_\_\_\_ (3)
2. The villager wanted to cut with scythes, but his wife wanted shears. Those who have quarrelled in speech have a\_\_\_\_ (18)
3. The contrary wife would not float downstream with the current, as other people would. The opposite of *downstream* is u\_\_\_\_ (27)

B. The word in capital letters is used in the story. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.



4. Anyone who is **PERVERSE** (1) is  
 A. able to make up verses  
 B. more sensible than ordinary people  
 C. less reasonable than ordinary people
5. A **DETERMINED** (21) voice shows that someone means to  
 A. frighten someone  
 B. stick to a decision he has made  
 C. fight to have his own way
6. Anyone who is **OBSTINATE** (21) is  
 A. set on having his own way  
 B. obedient and willing  
 C. reasonable and thoughtful
- C. Each sentence gives clues to a word.  
 Find and write the word
7. Anyone who considers or thinks of the well-being of others is c—. (1)
8. Long-handled tools with long, slightly curved blades for cutting grass or crops are s—. (14)
9. Tools used for clipping, like scissors but usually larger, are s—. (15)
10. The opposite of *appeared* is d—. (21)
11. Anyone who has appeared again has r—. (21)
12. Anyone who acts according to reason acts r—. (27)
- D. A **PREFIX** is a letter or letters added before a base word. All prefixes and most suffixes add

syllables to base words. Suffixes such as *able* and *ation* add two syllables.

un hap py	end less	val u a ble
dis hon est	sad ness	con tin u a tion

Find a word of three or four syllables that has a prefix or suffix or both. Write the word. Using the list, mark the syllables and underline the syllables added to the base word.

13. Compared to the contrary wife, other people seemed considerate.
14. She would disagree with every statement that she heard.
15. Life was not agreeable for her husband.
16. Though the neighbourhood suffered too, his misery was endless.
17. One morning they began an angry argument about scythes and shears.
18. In the midst of the quarrel, she fell into the river and disappeared from sight.
19. Each time she reappeared at the surface, she uttered no call for help.
20. Knowing how unreasonable she was, her husband led the searchers upstream to find her body.

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*Two words in the list are not needed.*

a gree a ble	dis a gree
ar gu ment	dis ap peared
con sid er ate	neigh bour hood
con sid er a tion	re ap peared
con tra ri ness	un reas on a ble

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## 11/ OVER THE SEA TO SKYE

1 Although it was late June, a cold, wet wind from the Atlantic swept over the little island of South Uist in the Scottish Hebrides. Three figures, huddled in plaids and shawls against the cold, made their way over the heather-clad slopes towards the beach, where a small boat awaited them.

2 In the lead was a young Highland woman from the neighbouring island of Skye, Flora Macdonald. With her were Neil MacEachain, a Uist school-teacher, and Betty Burke, her maidservant. At least, the tall, awkward figure bringing up the rear was supposed to be Betty Burke. Beneath the flapping shawl of Flora's Irish maidservant was the handsome face of a young man who claimed the throne of Great Britain. His name was Charles Edward Stuart, but he is remembered best in legend and song as Bonnie Prince Charlie.

3 The young prince hidden beneath the disguise was a wanted man, with a price of £30,000 on his head. The year before, in 1745, he had raised the clans of Scotland against the king. In the spring of 1746 Charles had been defeated at Culloden in the last battle fought on British soil. Since then he had been hounded throughout the Highlands.

4 Without friends like Flora and Neil, Prince Charlie would have been captured long before. At this very moment, two thousand troops were

scouring South Uist for the fugitive. Now Flora and Neil were risking their lives to spirit him away to Skye. Only a few miles of salt water separated him from safety, at least for a time.

5 Prince Charlie stepped along, remembering to keep behind Flora, as any humble maidservant would. Almost tripping over the cumbersome skirts, he tried his best to keep up his disguise. He knew only too well that his features would be recognized instantly if the shawl were to blow away from his face.

6 All went well until the three headed down the path towards the beached boat. A party of soldiers had been stationed there to check everyone leaving the island. Though Flora's heart pounded fearfully, she managed to appear calm. Neil fingered the dagger he had hidden beneath his plaid, but he forced himself to smile meekly, like a mild-mannered scholar. Prince Charlie prayed that his disguise would work. He bowed his head so that the shawl covered his face. If his play-acting failed, all would be lost.

7 As their feet crunched on the coarse sands, a burly sergeant bade them halt. He questioned Flora about her destination and then examined MacEachain's papers. Then, to Flora's dismay, the sergeant approached "Betty Burke". He apologized to Flora "You must forgive this delay, m'lady, but I shall have to ask your maidservant

some questions too. After all, she may have heard something o' the whereabouts o' the prince."

8 "Weel, ye'll be wastin' your time, master sergeant," said Flora coolly, with the Highland accent strong in her speech. "She's but a foolish Irish farm-girl, an' she winna understaun' a word ye have tae say. She speaks only the Gaelic."

9 The sergeant laughed. "Another o' these ill-schooled farm-lasses, eh? I must say she's a big woman and she walks with quite a stride. I wish some o' my men could take as manly a step as she does."

10 Prince Charlie realized at once that his long step might have given him away. But Flora saved the day with her quick wit and cool courage. "She's a lang an' lanky lass at that. But perhaps if some o' your redcoats spent their time chasin' sheep and cattle ower the hills they'd walk more like men too."

11 The sergeant reddened slightly and decided he had had enough of this woman's sharp tongue. He certainly did not wish to be made fun of in front of his men. "Let them pass," he bellowed, "and

be sure to keep out o' the way o' that clumsy lass there. The way she walks, she's likely to trample you all."

12 There was a burst of laughter from the redcoats as Flora, Neil, and "Betty Burke" walked past the English to the waiting boat. The young fugitive kept a smile on his face, still acting the part of a simple, clumsy girl who did not realize that she was being insulted. As the little boat pushed off, hoots and jeers followed them.

13 Prince Charlie smiled knowingly to himself as the oarsmen strained at their places. The water lapped gently against the small craft as it nosed out from shore. Once again, he had kept one step ahead of his enemies.

14 Before him lay Skye and, perhaps, another chance to raise the clans against their English rulers. If he had a thousand men as brave and quick-witted as Flora Macdonald, he could conquer all of Britain. But those were dreams of the future, dreams that would haunt Prince Charlie all the long years of his exile, dreams that were never to come true.

1. This story mainly describes Prince Charles's
    - A. claim to the British throne
    - B. defeat at the Battle of Culloden
    - C. escape from Uist to Skye
  2. The fugitive prince was disguised as
    - A. a school-teacher from Uist
    - B. a maidservant from Ireland
    - C. a redcoat soldier from England
  3. Proof of the British king's desire to capture Charles is that the king
    - A. offered £ 30,000 for the capture
    - B. sent 5,000 troops to scour the Highlands
    - C. Both A and B
  4. Walking behind his friends Flora Macdonald and Neil MacEachain, Charles tried to
    - A. keep up with them
    - B. plan another battle
    - C. keep up his disguise
  5. When the three saw redcoats by the waiting boat, they were
    - A. pleased
    - B. worried
    - C. angry
  6. If the sergeant had questioned Charles, it is likely that Charles would have
    - A. been recognized
    - B. asked for help
    - C. used Neil's dagger
  7. The sergeant's remarks to Flora in paragraph 9 show
    - A. how well Charles acted out his disguise
    - B. what Charles had forgotten to disguise
    - C. when Charles learned play-acting
  8. The sergeant let the friends board the boat because
    - A. another party of travellers was waiting
    - B. the "lass" might trample his soldiers
    - C. Flora had made him appear foolish
  9. Charles knew that his escape was mostly due to
    - A. Flora's quick wit
    - B. Neil's bravery
    - C. his own ability in acting a part
  10. After this escape, Charles
    - A. raised the clans in a successful rebellion
    - B. conquered all of Britain
    - C. spent the rest of his life in exile
- ### Thinking about the Words
- A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter. Write the whole word.
1. Prince Charlie wore the clothing of a maidservant.  
Clothing used to conceal a person's appearance is a d—. (3)
  2. Prince Charlie was a wanted man, sought by two thousand troops.  
Anyone who is trying to escape capture is a f—. (4)
  3. The sergeant gave a reason for his questioning and said Flora must forgive the delay.  
Anyone who has offered excuses for some action has a—. (7)
- B. The word in capital letters is used in the story. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Anyone who tries to SPIRIT (4, someone away is trying to
  - A. get him away secretly
  - B. introduce him to ghosts
  - C. make him feel braver
5. A person's DESTINATION (7) is
  - A. the fortune or fate that awaits him
  - B. the state of being poor
  - C. the place to which he is travelling
6. Anyone who is QUICK-WITTED (14) is
  - A. fast in any bodily movement
  - B. able to think quickly
  - C. easily angered

C. Each sentence gives clues to a word.  
Find and write the word.

7. Woollen materials with various designs of checks and stripes are p—. (1)
8. Anyone who is searching an area rapidly is s— it. (4)
9. Anything that is clumsy or awkward to manage is c—. (5)
10. A man who is sturdy or strongly built is b—, (7)
11. A soldier, ranked above a corporal, who may command a small group of men, is a s—. (7)
12. A way of speaking that belongs to a particular area is an a—. (8)

D. The vowel sound in the middle of many three-syllable words is not clear. The sound may be given by a single vowel or a digraph.

Find a three-syllable word with an unclear vowel sound in the middle syllable. (Note: In *Macdonald* and *employer*, the middle vowels are clearly sounded.) Write the word. Underline the vowel letter or digraph in the middle syllable.

Example: travellers

13. Three travellers were nearing the beach of the little island of South Uist.

14. The woman in the party was Flora Macdonald, from the neighbouring island of Skye.
15. Her "maid" was Prince Charles, a fugitive for whom troops were scouring South Uist.
16. Walking awkwardly in his disguise, the handsome prince followed his supposed employer.
17. When the three saw soldiers on the beach, Flora's heart pounded fearfully.
18. The sergeant thought "Betty Burke" might know the whereabouts of the prince.
19. Only Flora's sharp tongue saved the prince from being questioned and recognized.
20. The boat carried the prince safely across the few miles that separate South Uist and Skye.



## 12/ GOING UP

Jack Bechdolt

- 1 Long ago, people lived high above the ground – in tree-houses or in caves cut in the sides of cliffs. In these dwellings men were safe from sudden attacks by their enemies. There were animals to fear – giant bears and tigers, packs of wild dogs, lightning-quick cats. There were human enemies too – men of other tribes.
- 2 At first, people reached their lofty homes by climbing. When the ladder was invented, these daily climbs were easier. Many thousands of years later, flights of stairs made climbing easier still. Today, people still spend much of their time going up. But in modern cities they go up in elevator cars.
- 3 For some years after the elevator was invented, a man was needed to guide it from floor to floor. He did this by pulling a rope, which ran right through the car. The ends of the rope were tied to the ceiling and to the basement-floor of the shaft – the passage in which the elevator travelled. When the man pulled on the rope, the car moved up or down. Quite often the car did not stop level with the floor outside the shaft. Then the man had to give short pulls on the rope, jerking the car until it was even with the floor outside. There are elevators like this in use today. Though old-fashioned, they are quite safe.
- 4 Going up in a modern elevator is a smoother ascent. No ropes are jerked, instead, the modern

car is fully automatic. Just a finger is needed to push the button. After this push, the electricity working the car takes over. In a modern car it is possible to rise in thirty seconds from the ground floor to the top floor of a skyscraper seven hundred feet high.

- 5 In early times people pulled their ladders up behind them to keep themselves safe from enemies. Safety from nearby enemies is not a modern worry. Still, many people today are as concerned about their safety travelling upwards as the ancients were.
- 6 “Is it safe,” they ask, “to go up so quickly?” “Will the car plunge to the basement if the electricity is cut?” Under normal conditions nothing like these accidents can happen. If the cable holding the car breaks or the electric current stops, safety switches lock the car to its guide-rails. If the safety switches fail and the car falls to the basement, its rapid fall is cushioned by buffers. Buffers are like cushions, but buffers are oil-filled, not feather-filled. Plungers above the buffers sink slowly into the oil when a car hits them, bouncing the car and reducing its speed.
- 7 Freak accidents do happen, of course. Some time ago an aircraft crashed into a skyscraper in New York and plunged right into the elevator shaft. The plane broke every cable and safety measure on the car. Though the car fell seventeen

floors, its single occupant lived to tell the tale. The safety buffer at the bottom saved his life.

- 8 Careless people often fell into old-fashioned shafts. Now all doors opening into the shaft are locked while the car is moving. No door can be opened, except when the car is level with the correct floor. And the car won't start until both the shaft door and the safety gate on the car itself are closed.
- 9 Our modern towns would not be so large today if people could not safely travel up and down their skyscrapers. If all elevators were out of order, the busy life of a city would almost stop. The tall buildings would be empty, except for the storeys nearest the ground. Because food could not be delivered, supplies would pile up in factories and warehouses. Streets would be jammed with idle people. Hotels and houses could not hold them all. It would take years to build enough low buildings merely for shelter. Industry of every sort would slow down.
- 10 In time men would find other ways to live. But meanwhile millions would suffer and die, and all for lack of one thing — our modern ways of going up. When man invented the ladder, he not only made life safer, but he also began one of the most important moves towards civilization. He made the work of daily living easier. He gave himself time to enjoy the things about him. He could do things he wanted to do for fun. Most important, he had time to care about how other people were getting along.
- 11 Going up is more than cars and cables. It is the difference between ancient man and modern man.

1. In the past, one reason for living high above the ground was that it was
  - A. cooler
  - B. safer
  - C. quieter
2. Before the elevator was invented, the easiest way of travelling upwards was by
  - A. ladders
  - B. knotted ropes
  - C. flights of stairs
3. Early elevator models were operated by
  - A. the passengers
  - B. a man pulling a rope
  - C. a man pushing buttons
4. The writer says early models were difficult to
  - A. get into
  - B. move up and down
  - C. bring to a level stop
5. According to paragraph 4, a difference between old-fashioned and modern elevators is that modern cars
  - A. are safer
  - B. give a smoother ride
  - C. operate on ropes
6. Automatic elevator transportation depends on machinery powered by
  - A. electricity
  - B. gas
  - C. oil
7. The questions that begin paragraph 6 are meant to show that people today
  - A. often ask foolish questions
  - B. are like the ancients in worrying about safety during travel upwards

C. have no fear of accidents

8. The writer answers these questions by
  - A. proving they are foolish
  - B. describing the duties of elevator inspectors
  - C. explaining the devices used to keep passengers from harm
9. The example in paragraph 7 shows that
  - A. most accidents are caused by passengers
  - B. cables on elevators are unbreakable
  - C. safety buffers will work after other devices fail
10. The writer believes that without elevators our world would
  - A. change for the worse
  - B. improve even more
  - C. stay the same

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word.

1. Long ago, people had dwellings high above the ground.  
Anything that is very high is l—. (2)
2. In the modern elevator, electricity takes over after a button is pushed.  
Anything that moves or operates by itself, without human effort, is a—. (4)
3. People today do not worry about safety from enemies, but ask about safety in elevators.  
Anyone who is worried or anxious about something is c— about it. (5)

B. The word in capital letters is used in the story.

Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. An ASCENT (4) is
  - A. an agreement with a statement or idea
  - B. the act of going up
  - C. a pleasing odour
- 5 STOREYS (9) are
  - A. legends about ancient heroes
  - B. skyscrapers
  - C. levels or floors in a building
6. CIVILIZATION (10) is
  - A. a way of living that is not savage
  - B. polite behaviour
  - C. a group of people employed in the civil service

C. Each sentence gives clues to a word.

Find and write the word.

7. Attempts to hurt or defeat someone are a—, (1)
8. Anything that has been made for the first time has been i—, (2)
9. Anything that is usual or ordinary is n—, (6)
10. Anyone who is occupying or using space in something is an o—, (7)
11. Buildings with stores of goods are w—, (9)
12. The word i— may be used for any branch of business, trade, or manufacture. (9)

D. A suffix always changes the way in which a word is used. But s, ED, or ER meaning "more" are endings that do not mean a change in use.

Read the two words and the sentence. The marks †† show where a word is missing. Write the correct word. (The second word always has a suffix, the first word is the base word or a form with an ending.)

13. invented invention / When the ladder was ††, climbing upwards was less difficult.
14. easier easiness / Later, flights of stairs made climbing †† still.
15. elevated elevator / In modern cities, most ascents are made by †† cars.
16. electric electricity / After you push a button, the †† working the car takes over.
17. posable possibility / A modern car makes it †† to ascend a hundred feet in about four seconds.
18. accidents accidental / Though elevators have safety devices, freak †† do happen.
19. occupied occupant / On one occasion, the †† of an elevator survived a fall of seventeen floors.
20. civilized civilization / It is hard to imagine our †† without cars and cables.



## 13/ QUEEREST TREE IN THE WORLD

Lyn Harrington



- 1 One of the biggest trees in the world, and certainly the queerest, is the baobab (BAY-o-bab), which grows in the dry plains of Africa, Australia, and South America.
- 2 "It is an upside-down tree," the Africans say.
- 3 No doubt about it—the baobab is thoroughly mixed-up. It puts forth leaves in cool weather, and drops them in summer. Its big white flower lasts only a day, and is pollinated by bats. Strangest of all is its thick swollen trunk. Its short, heavy branches look like stumpy arms, and its sprouting leaves like reaching fingers.
- 4 "The baobab began like other trees," African story-tellers explain. "When the First Spirit decided to put trees on earth, he made one kind for each kind of animal." All the other creatures had made their choice when the hyena lumped in, late as usual. Only the baobab tree remained.
- 5 "You never treat me as well as the other creatures," the bad-tempered hyena raged at the First Spirit. "No wonder I behave so badly." Spitefully, the hyena rammed the poor baobab head first into the ground. That is why its trunk is so thick and its branches look like roots. The real roots spread out just below the surface of the ground like branches squashed flat.
- 6 Some Africans say the baobab is a devil-tree haunted by evil spirits. At night they will not go near it. They hang coloured rags or food in its branches for the spirits. Other Africans claim that

if a baobab is cut down, the country will be overrun with lions.

7 Thousands of these bloated trees grow in the savannahs of central and southern Africa. To walk among the baobabs is like moving through a forest of giant goblins. No two trees are the same. Each is fascinating for its sheer ugliness. All baobabs grow fat, some to thirty or forty feet in diameter. A few grow tall. The Big Tree at Victoria Falls on the Zambezi River reached an unusual 146 feet, and was 66 feet in diameter.

8 The grey bark of the baobab is smooth on young trees. As the baobab ages, the bark becomes wrinkled and looks like an elephant's hide. For this reason the tree is sometimes nicknamed "the vegetable elephant." Many a motorist in Africa is not sure whether he saw trees with elephants standing under them or just the trees. The baobab may live for hundreds of years, but not for thousands, as some people think. In the end, the tree rots and falls over, and soon becomes only a mass of stringy fibres.

9 But the ugly baobab is a good friend to man and beast. The fruit and seeds are used for food, the bark and leaves for medicines. The bark can also be made into rope or paper, or woven into coarse cloth.

10 Best of all, the baobab is a source of moisture. In time of drought, a herdsman may cut down a tree so that his cattle can eat the soggy bark. Elephants desperate with thirst attack the trees, ripping off sheets of bark to feed on the moist fibres. Often men dying of thirst have been saved by wringing out water from a section of baobab trunk.

11 Baobabs quickly develop hollows. Some of these cavities form basins holding rain-water. The water may not be very tasty after a few months, but it has saved many lives. Bees may fill a hole with honey, and the Africans hang their log beehives

in such trees. Other holes make homes for snakes, owls, bats, squirrels, and lemurs.

12 One well-known baobab in Tanzania had a family of wart-hogs living in a large hollow at its base. Higher up, a hornbill sealed his mate in a hole to hatch her eggs. Only her big beak poked out to receive the food he brought. Farther up, on the other side of the tree, lived a snake, a black mamba. Still higher was a colony of bees.

13 Some baobab cavities are as large as a small room. One tree near the Zambezi River has a hollow twelve feet square and nearly twelve feet high. People can take shelter there during a rain -- or at night, if they are not afraid of ghosts. One bottle-shaped tree in Australia was even used as a jail in pioneer times.

14 If the baobab is haunted, as the Africans claim, its awkward and ugly appearance must harbour a good spirit. For no other tree can give so much to help men and animals.

1. The baobab grows best in
  - A. mountainous areas
  - B. dry places
  - C. snowy wastes
2. Details in paragraph 3 prove that the baobab
  - A. began like other trees
  - B. looks much like an evergreen
  - C. is different from most other trees
3. The story in paragraphs 4 and 5 is meant to explain the baobab's
  - A. appearance
  - B. choice of places to grow
  - C. harmfulness
4. Because baobabs frighten some Africans, they
  - A. cut them down
  - B. stay away from them at night
  - C. refuse to eat their fruit
5. All baobabs are described as being
  - A. ugly and fat
  - B. tall and ugly
  - C. fat and tall
6. Baobabs are named "vegetable elephants" because
  - A. their bark may look like an elephant's hide
  - B. they may live for hundreds of years
  - C. they have trunks
7. The writer does *not* tell us that men make use of the baobab's
  - A. leaves
  - B. roots
  - C. seeds
8. Many lives have been saved because baobabs have
  - A. bark that holds water
  - B. hollows that collect rain-water
  - C. Both A and B
9. All the creatures named in paragraphs 11 and 12 can use the baobab for
  - A. shelter
  - B. food
  - C. collections of nuts
10. This story has proved that the baobab is not only "queer" but also
  - A. useful
  - B. haunted
  - C. upside-down

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word.

1. The trunk of the baobab is thick and swollen. Anything that is puffed up or swollen is b\_\_\_\_. (7)
2. Cattle, elephants, and men are able to get water from the baobab. Anything that offers a supply of something is a s\_\_\_\_. (10)
3. Elephants attack the tree and rip off the bark to get enough water. Anyone who makes a final attempt because of very great need is d\_\_\_\_. (10)

B. The word in capital letters is used in the story.

Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Anything that is POLLINATED (3) has
  - A. had its head cut off

- B. been made unfit for human use
- C. had pollen from one flower carried to another

5. Anything that is done SPITEFULLY (5) is done

- A. to show spite or dislike
- B. in spite of efforts to stop it
- C. to add variety

6. CAVITIES (11) are always

- A. holes in a person's teeth
- B. caverns or large caves
- C. hollow places

C. Each sentence gives clues to a word.

Find and write the word.

7. A wild animal related to the dog is the h\_\_\_\_. (4)
8. Anything that is visited by ghosts or spirits is h\_\_\_\_. (6)
9. The fairy-tale creatures called g\_\_\_\_\_ are ugly dwarfs. (7)
10. The d\_\_\_\_\_ of a round object is its measurement from side to side through the centre. (7)
11. A long period of dryness is a d\_\_\_\_\_. (10)
12. Anything that gives shelter to something is said to h\_\_\_\_\_ it. (14)

D. The pattern of the first syllable in many words is consonant-vowel-consonant.

Read the three words and the sentence. The marks †† show where a word is missing. Choose and write the correct word. Draw a line after the first syllable.

Example: cer/tainly

- 13 certainly certified certify / The baobab is †† the queerest tree in the world.
- 14 temper tempest temple / A hyena in a bad †† is said to have rammed it upside-down into the ground
- 15 gobblers goblets goblins / These bloated trees are like a forest of giant ††.

16. medical medicate medicine / Yet the ugly baobab can supply †† useful to man.
17. desolate desperate destiny / Elephants †† with thirst can feed on the tree's moist fibres.
- 18 cavalry cavernous cavities / Even the †† that develop in the tree serve many uses.
- 19 colliery colony columbine / One hollow, high in a tree, housed a †† of bees.
20. harbour harness harvest / If the baobab is haunted, it must †† a good spirit.



## 14/ MY NIGHTMARE IN THE WOODS

Barry L. Smith

(As told to William S. Annett)

- 1 I was lost, in the dead of winter, in the bush country eighty miles northeast of Winnipeg. And it was a nightmare I'll never forget.
- 2 It was the Monday of a long week-end. On the spur of the moment a friend and I had decided to go moose-hunting. Because we had left so suddenly, we didn't take proper equipment. This was my first mistake.
- 3 My second mistake was to leave my companion. We separated to follow parallel courses through the bush. In the new snow, I found a fresh moose-trail that I followed until dusk.
- 4 When I decided to return to the car, I looked round in the darkening woods and realized that I was lost. Not a tree or a rock or a hollow had I ever seen before.
- 5 What should I do? It was too dark to see and retrace my tracks. Besides, it was getting colder; it must already be below zero. Because I had walked so far and so fast, my clothes were wet with perspiration.
- 6 The first thing was to light a fire. I propped my rifle carefully against a tree and felt in my pocket for matches. They were there, but soaking wet. Now I was frightened. I had no way to light a fire. So, although I had no compass, I must keep moving, or freeze to death.
- 7 I fired off my rifle a number of times to attract my friend. The sound echoed through the woods. But there were no answering shots. I realized, too,

that I had only one bullet left. I must save it to protect myself from a hungry animal that might follow me.

- 8 I tried to judge exactly where the car was, and plunged into the darkness. Fortunately there was a half moon, which threw a dim light. Often I had to change course to go round a rock or a tree. For all I knew, I was going deeper and deeper into the woods.
- 9 Luckily, the exercise of walking kept me warm. Hour after hour I plodded on. Once I saw the tracks of wolves. Although I knew wolves rarely attacked human beings, I was still frightened. But I had other and greater worries. Each time I sat down to rest I found it harder to rise. My legs were becoming cramped.
- 10 Slowly, the trees emerged a little more clearly. Daylight was coming. When it finally came, I felt a little better. But I was so tired I could scarcely move, and the weather wasn't getting any warmer.
- 11 Suddenly, I saw two men standing on the roof of a building a hundred yards ahead. Their bodies stood out clearly in the bright rays of the rising sun. With a wild shout, I coaxed my stiffened legs into a run. Then I stopped, my heart sinking like a stone. The roof was just a rock cliff. The men were merely the snow-covered limbs of trees.
- 12 That wasn't the only vision that proved false. A little later, a horseman came riding towards me through a clearing. But before I could shout, the

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horse and rider turned into snow-covered bushes.

13 I was in real trouble my mind was playing tricks. I began to think wildly and act foolishly. I even tried to rub two sticks together to light a fire. But of course the attempt didn't succeed the skill takes years to learn. Besides, when I took my mitts off, my hands almost froze.

14 I was terribly hungry, too. With my one remaining bullet I shot a partridge. But when I tried to eat some of it raw, I found I wasn't hungry enough for that.

15 Towards the end of the day I stumbled into a large clearing. Desperately I stamped the letters SOS in the snow. Then I collapsed. If an aircraft didn't see my signal before nightfall, I would never get out alive. I wondered if death by freezing was really painless.

16 Then I heard it. It sounded like a muffled shout, far behind me in the woods. Was it an animal, or the wind, or just my imagination? I staggered to my feet and listened. It came again. With all my strength I began shouting like a madman.

17 For a long time there was silence. Then came another shout, much closer, followed by the greatest sight I've ever seen - two figures coming out of the woods. Not limbs or rocks fooling my tired eyes, but real live men. They were members of the search-party that had been out since early morning.

18 When I think of it now, I realize that I should never have gone into the bush without proper equipment. I was lucky to survive at all. And, so far as I'm concerned, from now on the moose in that bush country have nothing to fear.

1. The "first mistake" was made because the writer and his friend had
  - A. been in too great a hurry to leave
  - B. driven over the speed limit for eighty miles
  - C. left the highway at the wrong place
2. The writer knew he was lost as soon as he
  - A. separated from his companion
  - B. saw fresh moose-tracks
  - C. decided to return to the car
3. If he had been properly equipped, he might have been able to
  - A. see his tracks
  - B. guide his friend to him by firing shots
  - C. Both A and B
4. He decided to keep moving so that
  - A. his friend would hear him in the bush
  - B. animals could not attack him
  - C. he would not freeze to death
5. His situation worsened when
  - A. a cloud covered the full moon
  - B. he developed leg cramps
  - C. the temperature dropped lower
6. In the morning the first vision he saw was
  - A. his friend waving at him
  - B. two men on a roof
  - C. a horseman riding towards him
7. The likely reason for his mind's playing tricks was that he
  - A. was walking while asleep
  - B. had become snow-blind
  - C. was tired and hungry
8. An example of his foolish behaviour was his
  - A. attempting to light a fire with two sticks

- B. searching for shelter in a tree
- C. stamping a signal in the clearing

9. Paragraphs 16 and 17 describe
  - A. the hopelessness of his situation
  - B. his rescue by plane
  - C. the arrival of the search-party
10. The writer's experience shows the importance of
  - A. being properly equipped in the bush
  - B. hunting moose in the proper season
  - C. always carrying matches

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter

Write the whole word.

1. The hunter fired his rifle a number of times but heard no answering shots.  
To a—, someone is to win his attention. (7)
2. He tried to rub two sticks together to light a fire.  
Any try or effort to do something is an a—. (13)
3. Knowing he could not live through a second night, he stamped out an SOS in the snow. Anything that is done in despair, as the last possible attempt, is done d—. (15)

B. The word in capital letters is used in the story. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. A NIGHTMARE (1) is
  - A. a horse that is ridden only at night
  - B. a horrible happening or experience
  - C. a very frightening dream

5. Anything that is wet with PERSPIRATION (5) is wet with moisture  
 A. condensed from breath  
 B. fallen from trees  
 C. given out by the pores in the skin
6. The trees EMERGED (10) when they  
 A. could be seen as day came  
 B. moved out of the darkness  
 C. became known

C. Each sentence gives clues to a word.

Find and write the word

7. Gear or tools needed for some activity are e\_\_\_\_. (2)
8. Lines that continue the same distance apart are p\_\_\_\_. (3)
9. Anyone who traces or follows his own path back is said to r\_\_\_\_ his way. (5)
10. Anything that happens by good fortune happens f\_\_\_\_. (8)
11. Anyone who has suddenly lost his strength has c\_\_\_\_. (15)
12. The power to invent something in the mind is i\_\_\_\_. (16)

D. Letters may be dropped, changed, or added when suffixes are added to base words.

centr~~e~~ + -al = central    curios~~y~~ + -ity = curiosity  
 long + -th = length    decid~~e~~ + -ion = decision

Read the two related words that have suffixes.

Choose the word that should take the place of the word in italics (*slanting type*). Write the word.

Use the paragraph reference if you need help.

13. realities realized / The hunter *real* he was lost. (4)
14. hungriness hungry / He saved one bullet to protect himself from a *hunger* animal. (7)
15. fortunate fortunately / *Fortune* a half moon gave a dim light. (8)
16. finality finally / Daylight *final* came. (10)

17. stiffened stiffness / But his legs had *stiff* from walking all night. (11)
18. foolishly foolishness / He also began to act *fool*. (13)
19. desperate desperately / Towards the end of that day he *despair* stamped out SOS in a clearing. (15)
20. imagination imaginative / Luckily the shout he heard soon afterwards was not just his *imagine*. (16)



## 15/ THE MAN WHO MEASURED PEOPLE

Dennis Bardens

1 A murderer, robber, or other criminal must be punished. A person who has done no crime must be set free. But how can police tell for sure which is the criminal, and which is the innocent man? They used to do it mostly by guess-work. Alphonse Bertillon, a Frenchman, was the first to use science to decide whether a man was guilty of a crime.

2 Alphonse was born in Paris in 1853. His father, who had studied medicine, had great interest in the differences in body build of human beings. Working long and hard, he measured the height of the people in a whole area of the city. He took measurements of their heads, arms, thighs, and shoulders. Young Alphonse and his brother soon became interested. With lengths of ribbon, they measured every piece of furniture and every room in the house. It was just a game – but it set the course of Alphonse's life.

3 Unhappily for him, Alphonse did not do well in school. He was sent home from his first school for being rude. At home he teased his elderly teacher, who was short-sighted, by continually hiding his glasses. He was next sent to a school for difficult children. But he was soon expelled. The school returned him to his parents with the message that Alphonse Bertillon wasn't difficult – he was impossible.

4 After the death of Alphonse's mother, his father took up the hard task of teaching him. The father soon saw that though Alphonse was

naughty, he was a clever student. So he tried once more to send him to a school. Alphonse's reports were worse than ever. The result was again expulsion, this time for setting fire to his desk while secretly making cocoa. He also hit the school-master on the head with a heavy book.

5 Alphonse started working. He worked first as a bank-clerk and later as a French-teacher. He did badly in both positions. Then he went into the army. During this period, Alphonse spent all his spare time studying medicine. "The man must be crazy," his commanding officer said. "He spends all his spare time measuring skulls and bones."

6 A year later, his father, noting his interest in measurement, got him a position as a junior clerk with the Paris police. To Alphonse, the police records of criminals seemed out of date and full of faults. He decided to suggest a new method. After patient study and hard work, he presented a report showing that the measurements of certain bones never changed during adult life. And there were not two people in the world who had exactly the same measurements. The measurements of known criminals could be carefully recorded, he said. Then these criminals could always be singled out from other persons.

7 In 1883, the police chief let him try out his new method of identifying criminals. Bertillon's system was much better than any used earlier. The police force adopted "Bertillonage".

- 8 Identification by Bertillonage used measurement and pictures. Bertillon had chosen eleven parts of the body that could be measured easily and correctly. These included the head, the right ear, the arm, the foot, fingers, and the trunk. Pictures of the face were taken from the front and from the side. From these pictures, descriptions of the face were written up. Unusual marks were recorded. Eye-colour and hair-colour were also noted.
- 9 Throughout the world, other police forces began to use Bertillonage. In 1884, Scotland Yard, a well-known police force in London, started using the system. The Yard later used Bertillonage in combination with records of fingerprints. Fingerprinting as a means of identification had been introduced in India and was generally used there by 1897.
- 10 At this time Bertillon did not believe that fingerprints could be used as the *only* method of identification. But he did combine fingerprint identification with Bertillonage. When investigating a murder in Chambery, he picked up bottles and glasses at the scene of the crime, put them with great care into a special case, and later photographed the fingerprints on them. Bertillon and his assistants then took the two suspects, pressed their fingertips in printing ink, and made impressions of them on a white card. These impressions were compared with the photographs. What the police saw proved the guilt of one of the suspects and threw strong suspicion on the other.
- 11 In 1901, Scotland Yard stopped using Bertillonage, and began to use fingerprints only. Today, the Yard has two million sets of prints on a computer.
- 12 Though Bertillonage is no longer used, its inventor is remembered for two reasons. He taught the police forces of the world that solving a crime should not depend on guess-work, but on science. And he proved that every living person is different from every other.

1. Young Alphonse Bertillon became interested in measurement when he saw
  - A. police solving crimes by guess-work
  - B. his brother measuring people
  - C. his father measuring people
2. Alphonse did badly in school because he was
  - A. slow to learn
  - B. naughty
  - C. short-sighted
3. The first three positions in Alphonse's after-school career were
  - A. bank-clerk, teacher, soldier
  - B. bank-clerk, policeman, teacher
  - C. soldier, teacher, typist
4. As a clerk with the Paris police, he developed a new system of
  - A. treating injured policemen
  - B. identifying criminals
  - C. listing the most important criminals
5. His system was successful because certain bones
  - A. never change in size after growth stops
  - B. never measure the same in any two persons
  - C. Both A and B
6. Besides noting measurements of bones, Alphonse recorded criminals'
  - A. pictures and descriptions
  - B. voices and accents
  - C. heights and weights
7. By the middle of the 1880s, Bertillonage was being used
  - A. only by the police in Paris
  - B. by police forces throughout the world
  - C. only by Scotland Yard in London

8. Paragraph 10 describes a case in which Bertillon
  - A. used fingerprints along with Bertillonage
  - B. refused to use fingerprints for identification
  - C. identified a murderer by Bertillonage alone
9. A likely reason for the use of fingerprints instead of Bertillonage today is that
  - A. police forces do not like to measure criminals
  - B. fingerprint records are fewer and easier to store than Bertillon's records
  - C. printing ink is cheaper than it was
10. The important result of Bertillon's work is that it led to
  - A. an identification system still in use
  - B. more criminals wearing gloves
  - C. fewer mistakes in identifying criminals

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word.

1. Alphonse was sent home from his first school; the second school reported he was impossible. Anyone who has been sent away from a school has been e—. (3)
2. Criminals could always be singled out through the use of Bertillon's method. Finding out who a person is is i— him. (7)
3. The police used impressions on a white card and photographs to prove a suspect's guilt. Things that are studied to find likenesses are c—. (10)

B. The word in capital letters is used in the story.

Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Something used in COMBINATION (9) is used
  - A. in a special series of numbers
  - B. in addition to something else
  - C. in place of something else
5. Anyone who is INVESTIGATING (10) something is
  - A. putting his savings into it
  - B. trying to find the facts about it
  - C. imagining something
6. A COMPUTER (11) is
  - A. a man who travels daily to a city
  - B. a man skilled in mathematics
  - C. a machine storing information for later use

C. Each sentence gives clues to a word.

Find and write the word.

7. An opposite of *guilty* is i—. (1)
8. Anyone who continues an act, repeating it again and again, is doing it c—. (3)
9. To join two things is to c— them. (10)
10. Persons who are thought likely to be guilty of a crime may be called s—. (10)
11. Marks made by pressure are i—. (10)
12. A belief or feeling that someone may be guilty of a wrong act is s—. (10)

D. The second syllable of a longer word is often the main part of the word.

Read the three words and the sentence. The marks †† show where a word is missing. Choose and write the correct word. Use the paragraph reference if you need help.

13. impassable impossible improbable / As a schoolboy, Alphonse Bertillon was considered ††. (3)
14. explosion expression expulsion / Three schools in turn punished his misbehaviour by ††. (4)

15. exactly expressly extremely / But later he worked hard to prove that no two people were †† the same. (6)
16. descriptions destructions detentions / Bertillonage used measurements and two pictures with ††. (8)
17. combination compensation computation / Later it was used in †† with fingerprints. (9)
18. immersions impressions impulses / Police today usually take fingerprint †† of suspects. (10)
19. commuter composer computer / Without the ††, it would be difficult to store these identification records. (11)
20. invader inventor investor / Though Bertillonage is no longer used, its †† deserves honour. (12)



## 16/ GOOD-BYE TO CASTLE HILL

Mary Hiemstra

1 It was spring, 1903, when we left England to go to Canada. There were five of us in the family then – Dad, Mother, Lily, a serious little girl with big brown eyes and light-brown curls, Jack, a baby of five months, and myself, a big girl just past six.

2 Getting ready to leave England took quite a long time, and most of the preparations were sad. I went to stay with an aunt, and life for me was much as it had always been. The bushes put out tiny green shoots and in the gardens daffodils bloomed. Canada seemed a long way off, and almost forgotten. Then one day Dad came and told me to put on my bonnet, we were going to say good-bye to our home at Castle Hill.

3 I went eagerly, for a trip of any sort with Dad was fun. He was always cheerful, everything interested him, and he shared his interest with me. He called my attention to the clouds, and told me why he thought it was going to rain, showed me birds' nests with eggs in them, and helped me gather acorn cups under the oaks. Often he had a supply of hazel-nuts in his pocket, and amused me by cracking them between his fingers.

4 That afternoon, however, Dad's pockets were empty, there was no sparkle in his dark, green-flecked eyes, and his thin face looked tired.

5 We walked up Listing Lane without pausing

once to look for either hedgehogs or frogs, and when I stopped to gather acorns Dad didn't seem to notice.

6 As we walked up the narrow, tree-shaded path that went from the lane to the top of Castle Hill Dad paused once or twice and looked at the little fields edged with stone walls and greening hawthorn, and his thin lips were pressed tight together. I found a pretty stone and showed it to him, but he didn't seem to see it though he said it was fine.

7 We turned the corner and there at the end of the lane was our little house. Ivy, thick and green, covered it right to the chimney-pots. There was a little space in front where grass grew, and until that day the front window had been full of geraniums. Now, however, the window was empty, and it looked unhappy and lonely, as if it missed the flowers Mother had loved. I missed them, too, and the bare window gave me a strange, hollow feeling.

8 Dad turned the iron key in the lock and stepped inside, but I paused with my foot on the threshold. This was no longer our house. It was empty, cold, and strange.

9 The rugs Mother had braided in the long winter evenings were gone, and the stone floor was bare. There was no bright brass fender around the

hearth, no fire in the fireplace, no happy kettle, no hissing pans. The whole hearth was dull and dead. Even the roses in the wallpaper looked lonely and unhappy.

- 10 I knew that people often moved from one house to another, but we had always lived in this house. I had played on the floor, and Bob, our dog, had slept before the fire. Now all our things were gone and the house seemed strange. I rubbed my eyes, and my fist was wet.
- 11 Dad seemed to have forgotten all about me. He walked slowly round the room looking at the marks the chairs had made, and the places where the pictures had hung. He touched the mantel, and looked for a long while at the spot where the cradle had stood. He seemed to want to impress every bit of the house on his memory. It was the first home he and Mother had ever had.
- 12 Finally Dad came over to where I stood close to the door. "Take a good look," he said, and there was strain in his voice. "You might never see it again."
- 13 I did as he told me. I looked at the place by the hearth where my little rocking-chair had stood, and at the step where I had often sat and played with my dolls, but there was a cold mist in my eyes, and I was glad when Dad took my hand, led me outside, and closed the door behind me.
- 14 We walked down the little lane and Dad paused again. There was the church where Lily, Jack, and I had been baptized, and the churchyard where so many of our ancestors, now long forgotten, were buried.
- 15 We stood for a long time and looked at the house-tops below us, the church spire, and the chimneys from which slow smoke rolled. Then together we walked down Listing Lane. We had said our good-byes to Castle Hill. A day or so after, we were off on our long voyage to the strange land that was to be our new home.

1. The writer left England for Canada when she was
  - A. just four years old
  - B. past six years old
  - C. eight years old
2. During preparations for leaving, she
  - A. helped the family to get ready
  - B. visited friends to say good-bye
  - C. stayed with an aunt
3. She said good-bye to Castle Hill
  - A. in late summer
  - B. on a special visit to her home
  - C. after visiting friends
4. Paragraph 3 mainly tells how her father
  - A. usually made a trip interesting
  - B. studied birds and trees
  - C. practised cracking nuts
5. Details about her father's behaviour show that he
  - A. was looking forward to leaving England
  - B. paid little attention to her
  - C. was feeling cheerful
6. The first thing to give the girl a strange feeling was
  - A. the bare front window of the house
  - B. uncut grass on the lawn
  - C. the bare vines of the ivy
7. She felt the house was no longer theirs because
  - A. its wallpaper was new
  - B. crates filled the rooms
  - C. it was empty and cold
8. The girl noticed her father's voice was strained when he told her to
  - A. take a good look at their home
  - B. be a good girl
  - C. return for a visit the next year
9. Paragraphs 14 and 15 describe what father and daughter saw
  - A. inside their home
  - B. after leaving their home
  - C. on their voyage to Canada
10. The details in this story are what
  - A. a little girl would notice and remember
  - B. her father told her later about how she acted
  - C. she remembered after seeing photographs

## Thinking about the Words

- A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter. Write the whole word.
1. Getting ready to leave took quite a long time. Things done to get ready for something are p— (2)
  2. The front window looked empty without the flowers Mary's mother loved. Some varieties of house plants with showy flowers are g— (7)
  3. Her father stepped inside after turning the key, but Mary paused. The piece of wood or stone under a doorway is the t— (8)
- B. The word in capital letters is used in the story. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.
4. A *serious* (1) person is
    - A. not gay or thoughtless

- B. busy reading serials
- C. fond of eating cereals

5. HAWTHORN (6) is

- A. a popular variety of house plant
- B. a thorny shrub, often used for hedges
- C. a cereal crop

6. A MANTEL (11) is

- A. a book that gives instructions
- B. a shelf above a fireplace
- C. a cloak

C. Each sentence gives clues to a word.

Find and write the word.

7. In Europe, porcupine-like animals are called h—. (5)
8. The floor of a fireplace is the h—. (9)
9. Anyone who tries to fix something in his mind tries to i— it. (11)
10. Those who have been sprinkled with or dipped into water as a sign of church membership have been b—. (14)
11. People from whom a person is directly descended — parents, grandparents, great-grandparents, and so on — are his a—. (14)
12. A journey by sea is a v—. (15)

D. The suffix **NESS** adds the meaning “the state of being”. An *i* before **NESS** usually shows that the shorter word ended with *y*.

hopeful**NESS** = “the state of being” hopeful

readiness = “the state of being” ready

For each sentence, write the word to which **NESS** was added

Example: eager

13. Mary went with eagerness for her last visit to Castle Hill.
14. Her father's cheerfulness usually made any trip fun.
15. But on this walk his face showed nothing but tiredness

16. Her first sight of their little house gave Mary a feeling of strangeness.

17. She was not used to the emptiness of the front window

18. Inside, the bareness of the stone floor added to her feeling.

19. Even the roses in the wallpaper seemed to express loneliness.

20. There was little happiness in this farewell visit to her English home.





## 17/ POLICE HORSES IN TRAINING

Florence McLaughlin

1 "In crowd control, one horse is equal to ten men on foot," says Inspector Johnston of the mounted unit of the Metropolitan Police Force, Toronto. "The horse never steps on anybody and never kicks. We're using more of them all the time."

2 Great care is taken in choosing police horses. Since the police officers are big men, their mounts must be big too. The horses stand about sixteen hands high (a hand is four inches), and weigh about thirteen hundred pounds. They are "half-bred" - half heavy work horse and half some lighter horse such as a breed of saddle-horse. The horses chosen are usually three-to-four-year-old mares or geldings. Young horses are more easily

trained than older horses, who may have been badly handled and have developed a stubborn streak or some bad habits that would have to be unlearned. A good police horse has a "cold-blooded" disposition. It is not easily excited. Each horse is given a trial period of three or four weeks. If the animal proves unsuitable for police work, it has to be sold again.

3 Just as important as the choice of horses is the choice of the constables who will be in charge of training. They should be calm, even-tempered men with a love for their work. Each usually has charge of two animals. Though trainers follow a regular schedule of training, they find that some

horses naturally respond more quickly than others.

- 4 The training schedule begins with the lunge line, a long rope by which the horse is led. It is walked and trotted to harden its muscles and get it ready for work. Still on the lunge line, it is given the bit and saddle. When it is accustomed to the feel of the saddle with its girth and stirrups, a weight is added. Sometimes this is a sand-bag; sometimes, a man lying across the saddle. Next, the rider mounts. The animal has to change its stance in order to balance the rider on its back.
- 5 Unlike most other horses, the police horse must learn to obey without pressure on the bit and without voice commands. The trainer uses only his legs and the reins on the horse's neck to give directions. He always keeps one hand free. The horse has to learn, on signal, to change its gait from a walk to the faster trot, and from the trot to the fastest gait, the canter. Sometimes this difficult part of the training requires months of work.
- 6 Harder still for the horse to learn is "passaging" – the side-to-side movement used in pushing back a crowd. This movement is different from most other actions taught to a police horse – it is unnatural to the animal, and therefore must be thoroughly practised.
- 7 The next stage is to teach the horse to pivot and to wheel. When the horse does the forehand pivot, its front legs stay in place and its hind quarters move round. The wheel is the opposite of the pivot. The horse's front legs go round while its hind legs stay in one place.
- 8 When the horse has learned all these lessons – carrying a rider, changing direction and pace on the right signal, passaging, pivoting, and wheeling – it is ready to go to more advanced work. It must learn not to be easily alarmed by distractions like firecrackers and fluttering flags. The trainer gets to know each horse's particular fear. Some are startled by paper. Others dislike running dogs.

Still others, though they may not be afraid, are in a great hurry to get back to the stable. Such horses must be taught patience.

- 9 Calmness is an important quality for any horse participating in the musical ride. Taking part in this colourful spectacle is perhaps the most glamorous of the police horse's duties. Though it is the older horses who perform before the bandstand, the younger horses also practise in the musical ride as part of their training. They must get used to the lances – poles with small flags on them. They must learn not to be frightened by the band. Recorded music has little effect on a horse, but a live band is another matter, with its loud instruments, brightly uniformed bandmen, and baton-waving bandmaster.
- 10 After about a year of training, the horse is ready for regular police work. It serves in the force until it is fifteen to seventeen years old. Then it is sold and can be used as a saddle-horse for another ten years or so. There are not nearly enough retired police horses for all the people who are waiting to buy them.
- 11 Some people believe that police horses are not important today. It is true that they are no longer used mainly as a means of transportation. But they still serve a purpose. What could replace a majestic, well-trained police horse in such tasks as patrolling a park, holding back an excited crowd, posing for tourists' photographs, or leading a colourful parade?

1. Besides describing the training of police horses, the story tells
  - A. why police horses are important
  - B. how police horses are chosen
  - C. Both A and B
2. Details in paragraphs 2 and 3 show that both a police horse and its trainer must
  - A. be calm and even-tempered
  - B. reach a set height and weight
  - C. train for three years
3. The horse first becomes used to
  - A. keeping a bit in its mouth
  - B. walking and trotting on a lunge line
  - C. carrying a weight on its back
4. Police horses, unlike most other horses, change direction and pace in answer to
  - A. pressure on the bit
  - B. voice commands and hand signals
  - C. leg and rein signals
5. The three movements described in paragraphs 6 and 7 are
  - A. passaging, pivoting, and wheeling
  - B. walking, trotting, and cantering
  - C. passaging, jumping, and wheeling
6. When the horse is wheeling, its front legs
  - A. stay in place
  - B. go round
  - C. Neither A nor B
7. Details in paragraph 8 tell
  - A. what sights and sounds frighten the horses
  - B. how the horses are trained to be calm
  - C. why the trainer must be calm
8. The story does *not* say that a horse's training

for taking part in the musical ride includes

- A. becoming used to a live band
- B. learning to move in time to the music
- C. becoming used to lances bearing flags

9. A horse is ready for regular duty after about
  - A. one month of training
  - B. eight months of training
  - C. one year of training
10. Words in the last paragraph suggest that police horses
  - A. have never been hurt while performing their duties
  - B. are liked by people for their appearance as well as their work
  - C. will always be useful for transportation

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word.

1. On signal, a horse must change from a walk to a trot, and then to a canter  
Any way in which a horse moves is its g—. (5)
2. Firecrackers and fluttering flags might alarm a horse.  
Objects or actions that draw attention away from any duty are d—. (8)
3. Trainers learn that some horses are in a hurry to get back to the stable.  
Being able to wait calmly for a desired result is p—. (8)

B. The word in capital letters is used in the story. Decide whether A, B, or C is closest to the

meaning in the story. Write A, B, or C.

4. The DISPOSITION (2) of someone is
  - A. where he is placed
  - B. how he is standing
  - C. what he is like by nature
5. PARTICIPATING (9) is
  - A. taking some object apart
  - B. taking part in some activity
  - C. being particular about something
6. A SPECTACLE (9) is
  - A. a person who watches some activity
  - B. a lens
  - C. a show for the public

C. Each sentence gives clues to a word.

Find and write the word

7. A brief plan for some activity is a s—. (3)
8. Anyone who becomes used to something becomes a— to it. (4)
9. The band fastened round a horse's body to keep the saddle in place is a g—. (4)
10. Rings attached to straps on a saddle and used for the rider's feet are s—. (4)
11. Anything that does not agree with someone's nature is u—. (6)
12. A special feature of anyone's nature is a q—. (9)

D. Base words may be changed in form, meaning, and use when letters are added.

Read each base word and the word formed from it. Choose and write the word that belongs in the sentence. Use the paragraph reference if you need help.

13. dispose disposition / A good police horse has a "cold-blooded" ††. (2)
14. try trial / Each animal is given a three-week period of ††. (2)
15. suit unsuitable / If it proves ††, it is sold. (2)

16. press pressure / The horse's trainer utters no commands and puts no †† on the bit. (5)
17. difficult difficulty / One †† part of the training is teaching the horse to obey signals to change its gait. (5)
18. nature unnatural / The next stage in training, "passaging", is an †† action for a horse. (6)
19. opposite opposition / After this, the animal learns †† movements — to pivot and to wheel. (7)
20. spectacle spectacular / At the end of more advanced work, it is ready to train for the most glamorous †† of all — the musical ride. (9)



## 18/ GHOST OF THE ARCTIC SNOWS

1 The Indians were the first to talk of the ghost of Augustus Richard Peers. It used to stand, they said, on the bank of the frozen river, gazing sorrowfully eastwards, and weeping hopelessly

2 During his lifetime, Peers, manager of the Hudson's Bay Company post at Fort McPherson, had dreaded the thought of being buried in the North. He always said that he wanted his body shipped back east where it could rest in a churchyard. But in the 1800s travel was difficult in the Northwest Territories. In spite of his request, therefore, when Peers died unexpectedly he was buried near the post. His grave was on the banks of the Peel River, just north of the Arctic Circle.

3 There his body remained for some months until Roderick Macfarlane, a Hudson's Bay Company inspector, decided to grant the dead man's last wish. Peers's body was dug from the frozen ground and put into a large coffin, which was tied securely to a dog-sled. The nearest suitable burial-place was at Fort Simpson, about a thousand miles southeast along the Mackenzie River. Another Hudson's Bay man volunteered to take the body the first three hundred miles, and Macfarlane agreed to transport it the rest of the way.

4 When he took over, Macfarlane wondered how he would get the heavy, awkward coffin to its destination over the many miles of rough ice on

the Mackenzie. But he and several other men, after loading a second dog-sled with provisions, set out on their difficult journey. When they had gone as far as Fort Norman, half way to Fort Simpson, someone suggested that, for the even rougher route ahead, they should leave the coffin behind and tie the body itself to the dog sled. Macfarlane took this advice.

5 One night, not far out of Fort Norman, the party had to leave their two sleds and their dogs on the ice of the river, a little distance below their camp on the steep, rocky shore. As they were cutting firewood, the men heard their dogs start barking. Then they heard a call: "*Marche!*" The men at first thought that the speaker was an Indian. Perhaps he wished to drive the dogs out of his way and had shouted to them in French, the language commonly spoken to dogs in the Northwest. The men went to look over the top of the bank. To their surprise, no one was there. But the dogs were all gathered round the body on the sled, seemingly excited by something.

6 Several days later, Macfarlane and his companions again had to camp on a high, rocky ledge. This time they managed to get everything up the bank except the sled with the body on it. As they made camp, the men heard someone calling from the river. When they went to investigate, they saw no one. But Macfarlane then decided that they

should try to haul up the sled with Peers's body. Though the task proved difficult, it was done. The next morning, the men saw that a wolverine had visited the spot during the night. If the body had been left there, the animal would certainly have done it some harm.

7 Another strange experience awaited Macfarlane at Fort Simpson, after Peers's body had been buried in the graveyard near the fort. Macfarlane shared a room with a man called Ross. One night, after going to bed and putting out the light, the two lay awake talking. Suddenly both men had a strange feeling. Macfarlane was so startled by it that he covered his face with a blanket. Later, both men agreed that they had felt as if a ghostly presence had entered the room.

8 As far as we know, Macfarlane never found an explanation for his strange experiences. First there were the events on the long journey. The word *Marche* had been spoken clearly. It was not *Masse* or *Mush*, as it probably would have been on the lips of an Indian or Eskimo. Remembering the Indian tales of Peers's ghost, Macfarlane began to wonder if the corpse had shouted the word to drive the hungry dogs away from the sled. Then, before the wolverine's visit, could the ghost of Peers have seen the danger ahead and called out to the men? Perhaps Peers's ghost had come to Macfarlane and Ross in their room. The presence may have been bringing some message, which they had been too frightened to understand.

9 The ghost of Augustus Richard Peers has been the subject of many a tale. One of the strangest stories says that Macfarlane and Ross actually saw the figure of Peers. The story adds that he bowed several times to Macfarlane, as if to say thank you to the man who had brought him so many miles through the wilderness to his chosen resting-place.

1. If Peers's ghost was really seen gazing eastwards, it was probably because Peers
  - A. hadn't been buried back east as he had asked
  - B. liked to see the sun rise in the east
  - C. wanted to frighten the Indians
2. Peers had died while working as
  - A. an explorer of the Canadian North
  - B. manager of a Hudson's Bay post
  - C. a Hudson's Bay inspector
3. Later, Rodenck Macfarlane decided to move the body to
  - A. Fort Garry
  - B. Fort Simpson
  - C. Fort Mackenzie
4. At Fort Norman the coffin was left behind because it was
  - A. too heavy and awkward for the sled on rough ice
  - B. in danger of falling into the river
  - C. Both A and B
5. The call "*Marche!*" puzzled Macfarlane's party because the men never discovered
  - A. what language was used
  - B. when the word was said
  - C. who had said the word
6. If the men hadn't investigated the second call,
  - A. a wolverine would have harmed Peers's body
  - B. the dogs would have harmed Peers's body
  - C. the men would have seen Peers's ghost
7. Both strange calls were heard while Macfarlane and his companions were
  - A. moving the body
  - B. travelling over river-ice
  - C. making camp
8. The third strange experience was different from the others because the ghostly presence
  - A. made no sound
  - B. was felt only by Macfarlane
  - C. did not startle Macfarlane
9. Macfarlane's explanation of these strange experiences was that
  - A. someone had played tricks on him
  - B. Peers's ghost was real
  - C. Neither A nor B
10. If Peers's ghost was real, it was probably
  - A. anxious to take another journey by dog-sled
  - B. happy to reach its chosen resting-place
  - C. lonesome for its home at Fort McPherson

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word

1. Macfarlane and another man were to take Peers's body a thousand miles.  
To carry or convey something from one place to another is to t— it. (3)
2. The men went to the river when they heard someone calling.  
To inquire or look into the facts about something is to i— it. (6)
3. The word *Marche* might have come from the dead man.  
A dead body is a c—. (8)

B. The word in capital letters is used in the story.

Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The Hudson's Bay man who VOLUNTEERED (3)

A. enlisted in the Canadian Army  
B. was given an order by a superior officer  
C. offered his services of his own will

5. The DESTINATION (4) of the coffin was

A. the place to which it was going  
B. a description of it  
C. the route by which it was transported

6. An EXPERIENCE (7) is

A. a test performed to learn something new  
B. the work done by an expert  
C. an event that affects a person in some way

C. Each sentence gives clues to a word.

Find and write the word.

7. Anyone who has greatly feared something has d— it. (2)  
8. Words expressing a great desire or wish are a r—. (2)  
9. Anything that happens with little or no warning happens u—. (2)  
10. Food supplies are p—. (4)  
11. A w— is a flesh-eating animal of the weasel family, smaller than a wolf. (6)  
12. Anything that makes something plain and understandable is an e—. (8)

D. The second syllable in a longer word is often the main part of a word.

Read the three words and the sentence. The marks †† show where a word is missing. Choose and write the correct word. Draw a line before the second syllable.

Example: re|quest

13. regret request require / The last †† of Augustus Richard Peers was to rest in a churchyard.

14. inspector instructor investor / Roderick Macfarlane, a Company ††, undertook part of the journey.  
15. translate transplant transport / The coffin was awkward to †† on rough ice.  
16. admit advance advice / Macfarlane therefore took someone's †† to leave it behind.  
17. combustions companions completions / On the journey he and his †† had two strange experiences.  
18. exacted excepted excited / On the first occasion, the dogs seemed †† by something.  
19. decided decoded derided / On the second, Macfarlane †† to haul the sled to their camp.  
20. exclamation explanation exploration / Seemingly, Macfarlane had no †† for these events.



## 19/ THE INVENTION

Arthur Bowie Chrisman

1 Ching Cha was a scrivener. He wrote stories with a blackened brush upon parchment and paper. Next door lived his brother Ching Chi, the wealthy carver. He made panels, medallions, and medals for the king. Both brothers were troubled by the dreadful behaviour of one small boy – Ah Mee, son of Ching Chi.

2 Ah Mee's behaviour was indeed dreadful. He dabbled in all the hundred-and-one varieties of mischief. All day long Papa Chi said, "Ah Mee, don't do that." Or, "Ah Mee, don't do the other." It was "Don't. Don't. Don't." Papa Chi was so tired of saying *don't* that his tongue hurt every time he used the word. Occasionally he changed his talk and said the opposite of what he really meant. Thus he would say, "Pray take another jar, my precious. Eat all the jam you possibly can. Six jars is not at all too much." For Ah Mee doted on jam. It was a passion with him. He started the day on jam, finished the day on jam. Every time a back was turned, his fingers sought the jam-pot. Indeed, rather frequently he ate so much jam that there were pains . . . and the doctor.

3 One day Ching Chi took a bird-cage from the wall and hung it on his arm. He was going for a stroll. At the door he paused and said to Ah Mee, "Little pearl in the palm, please refrain from too much mischief. *Don't* be any worse than you are really compelled to be. You may burn the house

if you feel so inclined. . . . I want you to have plenty of innocent fun. But don't be bad. For instance, don't, I beg of you, *don't* get in those jars of jam any more."

4 Off went Ching Chi with his lark singing blithely.

5 Ah Mee was quite puzzled. "Don't get in the jars of jam." How in the world *could* he get into the little jars? He was much larger than any one of the jars. But perhaps Papa meant not to put a hand into the jars. That must be it. Ah Mee made a stern resolve to keep his hands out. Not so much as a finger should go in those jars. . . .

6 Obedient Ah Mee arranged several of his father's carved plaques on the floor, and tilted a jar. The plaques were beautifully decorated flat pieces of wood, somewhat larger than dinner-plates. They made reasonably good dishes for the stiff jam. Surrounded by little mountains of jam, Ah Mee sat on the floor and . . . how the mountains disappeared! Really, it was fairish-tasting jam.

7 When Ching Chi came home and discovered his carvings smeared with black and sticky jam, that good soul fell into a passion. First he screamed. Next he howled. *Then he seized the plaques and flung them from him, flung them with all his strength.*

8 Ching Chi was weeping for sorrow and howling with rage when his brother Cha entered the room.

- 9 The quick eye of Brother Cha soon saw that something was amiss. He gazed at the wall where the plaques had struck. He gazed at the jam-coated plaques. Then he too howled, but with joy. "Oh, Brother Chi!" he shouted. "You have chanced upon a wonderful invention. It is a quick way for making books."
- 10 He led Brother Chi to the wall and pointed. "See. For reason of its jam, each plaque has made a black impression on the wall. Every line of the carving is reproduced upon the wall. Now do you understand? With the laborious brush I can make only one story a month. With the blocks – I can make thousands. Oh, what a wonderful invention!"
- 11 Ching Chi carved his brother's stories upon wooden blocks. Ah Mee spread the jam thickly – only pausing now and then for a taste. Ching Cha pressed the blocks upon paper, sheet after sheet. . . . There were the stories upon paper – all done in a twinkling, and with little expense. The poorest people in the land could afford to buy Ching Cha's most excellent stories.
- 12 Thus was invented *Yin Shu* (Make Books) – or, as the very odd foreign demons call it in their so peculiar language, "Printing". Ching Chi, his brother Ching Cha, and Ah Mee all had a hand in the invention. As a matter of exact truth, Ah Mee had two hands in the invention (or in the jam), and so he is generally given all the credit. On his monument are the words "Ah Mee, the Inventor of Printing".

1. According to this story, printing was invented as a result of
  - A. orders given by a Chinese emperor
  - B. careful planning by two brothers
  - C. the mischievous actions of a small boy
2. Ah Mee was the naughty son of
  - A. a scrivener
  - B. a carver
  - C. the king
3. Paragraph 2 tells mainly about
  - A. the making of jam
  - B. Ah Mee's favourite mischief
  - C. Papa Chi's troubles with his son
4. Before going out one day, Ching Chi told Ah Mee *not* to
  - A. burn down the house
  - B. get in the jars of jam
  - C. touch the wooden plaques
5. Ah Mee reasoned that he could obey his father by
  - A. pouring the jam out on the plaques
  - B. letting only his thumbs go into the jars
  - C. setting a fire and then calling the fire department
6. Ching Chi threw the plaques at the wall because he thought they
  - A. had been ruined by the jam
  - B. might hit Ah Mee
  - C. had been ruined by smoke damage
7. Unlike his brother, Ching Cha was pleased because he saw a new method of making
  - A. wall-paintings
  - B. plaques
  - C. books
8. Which step came last in the new method?
  - A. Ching Cha pressed wooden blocks on paper
  - B. Ah Mee spread jam on wooden blocks.
  - C. Ching Chi carved stories on wooden blocks.
9. The best thing about the method was that it
  - A. was quicker and cheaper than the old method
  - B. stopped Ah Mee from eating jam
  - C. was named *Yin Shu*, or "Printing"
10. In this story, the jam *had* to be "black and sticky" to explain why
  - A. Ah Mee liked it
  - B. Ching Chi flung the plaques at the wall
  - C. Ching Cha had his idea for a new method

## Thinking about the Words

- A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.
- Write the whole word
1. To obey his father, Ah Mee wanted to keep his hands out of the jars of jam.  
Anyone who has made a decision has made a       . (5)
  2. Each carved plaque smeared with jam left a black impression upon the wall.  
Anything that is repeated exactly or produced again is       . (10)
  3. On Ah Mee's monument are the words "Ah Mee, the Inventor of Printing".  
Anyone who receives honour or praise for something receives the        for it. (12)
- B. The word in capital letters is used in the story. Decide whether A, B, or C is closest to the

meaning in the story. Write A, B, or C.

4. A SCRIVENER (1) is
  - A. a scribbler
  - B. a man who makes hand-written copies
  - C. someone who counts votes
5. Anyone who has DOTTED (2) on something has
  - A. been foolishly fond of it
  - B. noted a date on it
  - C. made dots on it
6. Anyone who has to REFRAIN (3) has to
  - A. repeat a chorus of a song
  - B. make something finer
  - C. keep himself from doing something

C. Each sentence gives clues to a word.

Find and write the word.

7. Sheepskin or goatskin prepared for writing on is p—. (1)
8. Large medals are m—. (1)
9. Different kinds of something are v— of it. (2)
10. A very strong feeling about something is a p—. (2)
11. Anything that happens often happens f—. (2)
12. Anything that is harmless is i—. (3)

D. A suffix changes the form, meaning, and use of the word to which it is added.

Read the two related words that have suffixes.

Choose the word that should take the place of the word in italics (*slanting type*). Write the word.

Use the paragraph reference if you need help.

13. varieties various / Ah Mee dabbled in all the *vary* of mischief. (2)
14. realize really / His father occasionally said the opposite of what he *real* meant. (2)
15. possibility possibly / Sometimes he would tell Ah Mee to eat all the jam he *possible* could. (2)

16. beautifully beautify / One day, alone at home, Ah Mee took his father's *beauty* decorated plaques. (6)
17. reasonably reasoner / They made *reason* good dishes for the black and sticky jam. (6)
18. strongly strength / When Ching Chi returned, he flung the plaques with all his *strong*. (7)
19. impression impressive / Each plaque left a black *impress* upon the wall. (10)
20. invention inventive / We hope you don't believe this is a true account of the *invent* of printing. (9)





## 20/ A FAMOUS CALENDAR

- 1 For many thousands of years, man has been a builder. He has built some amazing structures. One of the oldest and most puzzling of these is Stonehenge.
- 2 Stonehenge stands on an open plain near Salisbury, England. If you were to visit Stonehenge, at first glance you would see only a jumble of very large stones. Some of them are twenty feet high, and all of them weigh many tons.
- 3 A closer look would show you that these stones had once been arranged in a very special pattern. The shape of Stonehenge is a circle of fifty-six stones set in holes in the ground. At one time each pair of stones had another stone, called a lintel, joining it across the top. As you can imagine,

Stonehenge must have looked like a circle of giant doorways. Outside this giant circle were other standing stones. Just beyond these were pits that had been carefully dug, and then filled with crumbled chalk and bones. Stones and pits formed larger circles around the circle of doorways.

- 4 Over the years, some stones fell down or even disappeared completely. Yet their arrangement is still visible. Archaeologists, those who study the remains of the past, have long wondered what Stonehenge meant.
- 5 One fact archaeologists have known for some time is that Stonehenge was constructed about 3,700 years ago. It is clear also, from the size of the stones, that many hundreds of people must have

laboured many years on this remarkable structure. And in those days they had no machines to help them.

6 The huge stones that make up Stonehenge were brought from a place many miles away. Nobody is sure how they were carried so far. At the time that Stonehenge was built, the wheel had not been invented. There were no carts or wagons. Very likely the stones were rolled over the ground on logs. It is possible that the stones were transported part way over water. They were probably floated on rivers or even by sea along the coast. They must have been put on specially built rafts or canoes.

7 Another puzzle for archaeologists was why the stones had been brought to the plain. Why would men of ancient times go to so much trouble to build a circle of stones in that particular place?

8 For a long time people thought that Stonehenge might have been a temple. Stories about mysterious happenings grew up around it. It was said that Stonehenge was a place where human beings were sacrificed. The story was that their bodies were burned, and their bones buried around the stones.

9 In time, some people made discoveries that gave possible answers to the archaeologists' questions. Stonehenge, it was found, had something to do with the sun. On one day of the year, June 21, the sun rises directly over one of the biggest stones and can be seen through one of the giant doorways.

10 June 21 is the longest day in the year. Since ancient people believed the sun was a god, this was an important day for them. This was the day when their sun-god stayed above the horizon longer than on any other day. From their longest day the ancient people could reckon the time for planting crops. They could count the days to harvest time, and to other important seasons of the year.

11 It still seemed strange that the builders of

Stonehenge would have gone to so much trouble just to mark one day. Some archaeologists thought that the giant circle of stones was really a calendar to mark other days as well.

12 For a long time it seemed that the riddle of Stonehenge would never be solved. It took the help of a modern machine, the computer, to find the answers. Stonehenge was indeed a calendar! Not only did it show the longest day, but it also gave the place and time of sunrises and sunsets, moonrises and moonsets, on other important days of the year. When the purpose of its builders was discovered, Stonehenge could be used to work out many difficult problems. In fact, Stonehenge was really a giant computer, as well as a calendar.

13 The builders of Stonehenge died thousands of years ago. They left no written records, no pictures, no great buildings. But what they did leave — their giant calendar-computer — has to this day puzzled and amazed man.

1. Another good title for this story could be
  - A. "The History of Calendars"
  - B. "The Mysteries of Stonehenge"
  - C. "The Giants of Stonehenge"
2. Stonehenge is an amazing arrangement of
  - A. stones, and pits filled with chalk and bones
  - B. huge bones, and holes filled with chalk
  - C. wooden doorways
3. The special pattern of Stonehenge was
  - A. fifty-six straight rows of different lengths
  - B. a main circle with other circles outside
  - C. a collection of triangles
4. Paragraph 6 gives some possible answers to a question about
  - A. when Stonehenge was built
  - B. how many people laboured on the structure
  - C. how stones to build it were transported
5. For a long time, people thought Stonehenge might have been built for use as a
  - A. fortress
  - B. calendar
  - C. temple
6. Later discoveries showed that the purpose of Stonehenge had been to
  - A. find the year's longest day
  - B. offer sacrifices to the sun-god
  - C. find the longest night
7. Paragraph 10 explains why
  - A. the longest day was important
  - B. sacrifices were offered to the sun-god
  - C. the longest night was important
8. The modern machine that solved the riddle of Stonehenge was

- A. an electronic eye
- B. the computer
- C. a Geiger counter

9. With its help, scientists have discovered that Stonehenge was
  - A. a cemetery for priests and kings
  - B. the chief temple for moon-worship
  - C. a computer as well as a calendar
10. Stonehenge proves that its builders
  - A. had studied stars and planets
  - B. knew more about natural science than people had thought they knew
  - C. were skilled writers and painters

## Thinking about the Words

A. The first sentence gives clues to the meaning of a word from the story. The second sentence explains the word and gives its first letter.

Write the whole word.

1. Stonehenge is an example of man's work as a builder.  
Buildings are a—. (1)
2. Stonehenge was built about 3,700 years ago.  
Times that are very long ago are a—. (7)
3. Stonehenge was thought to have been a temple, with human bones buried around the stones.  
People who are killed as an offering to a god are s—. (8)

B. The word in capital letters is used in the story.  
Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. ARCHAEOLOGISTS (4) are scientists whose main interest is
  - A. architecture, the art of building
  - B. archaeology, the study of ancient remains

- C. archives, the records of public affairs
5. A REMARKABLE (5) structure is
- not noticeable
  - able to make remarks
  - worth special attention
6. A PARTICULAR (7) place is
- a special place
  - part of a place
  - made up of particles
- C. Each sentence gives clues to a word.  
Find and write the word.
7. Anything that can be seen is v\_\_\_\_. (4)
8. Anything that has been built has been c\_\_\_\_.  
(5)
9. Those who have worked very hard have l\_\_\_\_.  
(5)
10. Anything of a hidden or secret nature is m\_\_\_\_.  
(8)
11. The line at which earth and sky seem to meet  
is the h\_\_\_\_. (10)
12. Anyone who can calculate or compute something,  
usually by counting, can r\_\_\_\_. (10)

D. A syllable is a word or part of a word that has the sound of a vowel, alone or with consonants.

In each sentence, find the word with the greatest number of syllables. Write the word. Using the list, draw lines to mark the syllables.

13. Stonehenge is a remarkable structure.
14. Some of its stones have now disappeared.
15. Yet their arrangement can still be seen.
16. Scientists who study ancient remains know Stonehenge was built about four thousand years ago.
17. Its builders may have used specially built rafts to transport the stones.
18. Today we know that Stonehenge was built as a giant calendar.

19. A modern machine, the computer, found the second purpose of Stonehenge.
20. It too was a machine that could be used to work out difficult problems.

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*Two words in the list are not needed.*

ar chae ol o gists	dis ap peared
ar range ment	re mark a ble
cal en dar	sac ri ficed
com put er	sci en tists
dif fi cult	spe cial ly

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## 1/ THE RESCUER

Charles G. D. Roberts

1 MacTavish gently stroked the little fawn's muzzle. "Poor wee beastie," he said softly. The mangled body of the fawn's mother lay where the two lynxes had killed her.

2 MacTavish, walking to the Settlement on a perfect spring morning, had stopped on the top of the ridge, as he always did, to admire the view. Suddenly the shimmering stillness of the morning was broken by a chorus of furious snarls. He had run, gun in hand, and shot the male lynx. The female had disappeared, as if blown away by the report of his rifle.

3 Now the fawn looked at him with big, frightened eyes and tried feebly to pull away. MacTavish

held it fast, stroking its head and neck gently. Soon it lay still in his arms.

4 "Poor wee beastie," he repeated. Settling the fawn in the crook of his arm, he set off for home.

5 In MacTavish's snug cabin, petted and tended, the fawn soon forgot the horrors of its mother's death. It learned at once to drink warm cow's milk, and later learned to browse on the grass of the clearing and on the choicest vegetables in MacTavish's garden. It followed the man like a dog. If it got in the way of his work MacTavish shut it up in the barn.

6 In a few months the fawn's coat lost the creamy spots and became a rich tawny-red, shading to buff

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on the underparts. He grew into a handsome young buck. MacTavish changed his name from Beastie to Red Dandy.

7 As his antlers grew, Red Dandy developed two special dislikes. He disliked the pig, and all snakes.

8 He would stand beside the pig's pen and thrust his antlers at the unoffending grunter. MacTavish built the walls of the pig-sty higher and nailed up the cracks in the boards.

9 But MacTavish shared Red Dandy's dislike of snakes. To the man, all snakes – bright and harmless little garter-snakes as well as deadly moccasins or copperheads – were children of the devil. To Red Dandy, too, all snakes were alike. He would pursue innocent, pale-green grass-snakes eight or ten inches long with the same gay and dancing fury that he showed in going after six-foot black snakes or blue-racers. But he knew by instinct which had poison fangs in their jaws.

10 One day MacTavish, with Red Dandy behind him, was admiring the view from the edge of the ridge. Suddenly the ledge beneath him gave way. He hurtled down the face of the cliff. As he fell, he clutched at a bush and was greeted with a savage hiss. He let go of the bush and kept on falling.

11 Then his head struck a root and he bounced from a second ledge. Accompanied by a shower of stones, he rolled to the bottom. There he lay still.

12 When MacTavish fell, Red Dandy had jumped back. Then he went cautiously to the edge and peered over. More loose stones showered down on the man, but he did not move. Red Dandy was puzzled. He snorted uneasily, and then started along the ridge in search of a gentler slope.

13 Meantime, the copperheads whose basking had been interrupted by MacTavish came gliding back to their accustomed place. A thick-bodied, beautifully patterned fellow led the way. He came to within a few feet of the unconscious MacTavish, gave a warning rattle, and coiled to strike.

14 But since the man did not move, the snake did not strike. He waited, his eyes fixed on MacTavish, for possibly ten minutes. Then, satisfied that the object was not alive and therefore not dangerous, he uncoiled and started to wriggle away.

15 At this moment MacTavish partially came to his senses. He moved his arm, then tried to move his right leg, and groaned. In a flash, the snake coiled again and rattled.

16 The sound brought MacTavish to, with all his wits about him. Except to open his eyes, he did not move a muscle. There was the snake's head gently swaying and ready to strike.

17 MacTavish thought hard. He knew he was safe while he kept perfectly still. But how long could he keep still? And the snake might wait for some time. His right leg was broken, he knew, for it was paining terribly. There would be other copperheads too. How could he ever drag himself away without bringing them upon him?

18 Then he caught the sound of light hoofs behind him, and Red Dandy came mincing into view.

19 The buck swerved off to one side, drawing the copperhead's attention away from MacTavish. Then he stretched the tips of his antlers towards the snake. Like lightning, the copperhead struck, spilling the poison harmlessly over the horn. Red Dandy kept on teasing, and the snake struck again and again. At last no more poison came. Then, realizing that his fighting weapon was gone, he swiftly uncoiled and darted for shelter.

20 But the buck was too quick for him. A keen-edged hoof struck the snake in the back of the neck and his head fell forward. Red Dandy stamped and trampled until the snake was cut to pieces.

21 MacTavish knew he was safe from the copperheads. Red Dandy came sniffing at his face. The man lovingly stroked the soft muzzle for a minute or two. Then, setting his teeth grimly, he started on the slow, painful crawl to the nearest farmstead.



1. The writer first describes
    - A. why MacTavish was walking to the Settlement
    - B. how MacTavish obtained a pet fawn
    - C. where MacTavish lived in Canada
  2. If MacTavish hadn't shot the lynx, it might have
    - A. attacked the fawn's mother
    - B. followed him home
    - C. killed the fawn
  3. In describing Red Dandy's growth, the story does not mention changes in his
    - A. body size
    - B. diet
    - C. colour
  4. Paragraphs 8 and 9 show that MacTavish shared
    - A. Red Dandy's dislike of pigs
    - B. Red Dandy's dislike of snakes
    - C. both of Red Dandy's dislikes
  5. MacTavish fell from the ridge because
    - A. the edge crumbled under his feet
    - B. Red Dandy was too close to him
    - C. the bush he was holding gave way
  6. The reason the copperhead did not attack immediately was that MacTavish was
    - A. unconscious
    - B. able to defend himself
    - C. protected by the falling stones
  7. Which happened second?
    - A. The snake coiled and rattled again.
    - B. The snake started to crawl away.
    - C. MacTavish moved his arm.
  8. By the time Red Dandy arrived, MacTavish had
    - A. attached splints to his broken leg
    - B. thought of a way to escape the snakes
    - C. realized how dangerous his situation was
  9. Red Dandy killed the snake by
    - A. charging at it with his antlers
    - B. trampling it with his sharp hoofs
    - C. making it repeatedly strike his antlers
  10. After rescuing MacTavish, Red Dandy probably
    - A. died from the copperhead's poison
    - B. left MacTavish at the bottom of the cliff
    - C. went with MacTavish to the nearest farmhouse
- ### Thinking about the Words
- A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.
- Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.
1. To crop or bite off the tops of plants is to — on them. (5)
  2. An — is an understanding given by nature, without any teaching. (9)
  3. A bundle of cells that give the power of movement to any part of the body is a —. (16)
- B. Each word given below in capital letters is used in the story. The paragraph number is given.
- Directions.* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is

closest to the meaning in the story. Write A, B, or C.

4. BUFF (6) is the word for
  - A. a dull-yellow colour
  - B. someone who has a special fad
  - C. the act of poaching
5. Anyone who is UNCONSCIOUS (13) is
  - A. careless about his behaviour
  - B. unable to note what is going on
  - C. not well educated
6. Anyone who is MINCING (18) is
  - A. pretending to be very dainty in speech or behaviour
  - B. chopping something into very fine pieces
  - C. taking dainty, short steps

C. Each sentence gives clues to a word in the story. Find and write the word.

7. The nose, mouth, and jaws of a four-footed animal are the — (1)
8. Something gleaming or shining faintly is said to be — (2)
9. Terrors caused by something frightening or shocking are — (5)
10. Anything that is harmless is — (9)
11. Anyone who has the company of someone or something is — (11)
12. Lying in a sunny place is — (13)
13. Anything that has been broken in upon has been — (13)

D. In a *feeble* manner *feebly*

The suffix *ly* added to the adjective *feeble* makes an adverb, *feebly*.

In Column I below is a list of adjectives. In Column II adverbs used in the story are listed. *Directions.* For each of the adjectives in Column I, choose an adverb from Column II. Write the adverb.

(Sometimes the final vowel is changed when the suffix *ly* is added to a word.)

Column I	Column II
14. in a <i>soft</i> manner	cautiously
15. in a <i>gentle</i> manner	harmlessly
16. in a <i>cautious</i> manner	lovingly
17. in an <i>uneasy</i> manner	softly
18. in a <i>harmless</i> manner	grimly
19. in a <i>loving</i> manner	gently
20. in a <i>grim</i> manner	uneasily

## 2/ IN SEARCH OF THE RUKH

1 Can you imagine a bird large enough to lay an egg the size of a house? Two tales of Sindbad the Sailor, in the famous book usually called *The Arabian Nights*, relate his adventures with such a bird. During his second voyage, a giant rukh (sometimes spelled roc) bore Sindbad to the Valley of Diamonds. On his fifth voyage, the men with whom Sindbad was travelling found a rukh's dome-like egg on an island. Sindbad warned them not to damage it. In spite of his warnings, they broke the egg open. Suddenly the sky darkened. Two huge birds were circling above. Hastily the men boarded their ship and headed towards the open sea. The birds flew away. But soon they came back, each carrying a large rock in its claws. The rukhs dropped boulders on the ship until it sank.

2 There are other stories of the monstrous birds. Marco Polo, an Italian traveller of the 1200s, reported a tale that they killed elephants by lifting them high into the air and then dropping them. Though Marco himself had seen no rukhs, he had seen a "feather", sixty-seven feet long, at the court of the Grand Khan in China. The Khan had sent a messenger to find out whether stories of the great eagle-like birds were true. The envoy had found no rukhs on Madagascar, the beautiful island where they were said to live, but he had returned with the "feather" as proof the birds were real.

3 About four hundred years after the time of

Marco Polo, the French governor of Madagascar reported seeing some very large eggshells. They were being used to carry water. The eggshells, people said, came from giant ostriches that lived in parts of the island so rugged that travel there was almost impossible.

4 In the years that followed, more eggshells and even some whole eggs were found. The eggs were far from being as large as a house. One was twelve inches long and ten inches wide. Its size was six times that of an ostrich egg and 148 times that of a hen's egg.

5 Scientists had to agree that an unusually big bird had existed on the island, but they could not agree on the type of bird. Some thought it must have been an eagle, like those mentioned in the legends only smaller. Others thought it was a huge ostrich or perhaps even a penguin.

6 The question was settled when bones of a huge bird were found in a swamp on the island. From the bones, scientists could see that the bird had been like an ostrich, and that it had been unable to fly. They named it *Aepyornis*. After they had arranged the bones, the zoologists found that *Aepyornis* must have been nearly ten feet tall. Only the moa, which once lived in New Zealand, is known to have been taller. *Aepyornis* was thought to have weighed nearly a thousand pounds. No other bird known to man has been so heavy.

7 A mounted skeleton of *Aepyornis* may be seen

today in the Natural History Museum in Paris. But the great birds themselves no longer live on Earth. No one knows just when they became extinct. Some people believe they were still alive in the 1600s, when the governor of Madagascar reported seeing the eggshells. Others think rukhs died out long before. But there must have been at least a few alive during the time of those who told the first rukh stories.

- 8 The old legends were right about the existence of the huge birds. They were also right in saying that the rukhs (or *Aepyornis*) lived on Madagascar, an island off the east coast of Africa. But the story-tellers stretched the truth. They exaggerated when they said that the birds could fly, and that they were big enough to lift elephants and boulders.
- 9 In other details, the story-tellers did not exaggerate facts, but simply misunderstood them. The story of the rukhs dropping stones on Sindbad's ship likely started with a real event. Boulders may really have dropped on a ship. Pieces of matter from outer space sometimes do reach Earth. Today we call these rocky fragments meteorites. But early man knew nothing about rocks from space. He thought the fallen rocks were punishment for harming the egg of some great bird-god. The "feather" brought to the Khan is another misunderstood fact. The envoy's proof of the rukh was very likely a dried branch from a palm-tree. Fronds that look like feathers are found on certain palms that grow in Madagascar.
- 10 Like many famous tales of the past, the rukh stories are a mixture of truth, exaggerated fact, and misunderstood fact. Yet the search for the truth behind the legend has led to greater knowledge of life on Earth. And scientists have found the real *Aepyornis* to be almost as strange as the legendary rukh.



1. In the Sindbad tales, the sailor showed the great size of rukhs by telling
  - A. what they ate
  - B. what they did
  - C. how long their feathers were
2. Marco Polo's rukh tales were like Sindbad's because Marco reported that the birds
  - A. lifted elephants
  - B. lived on an island
  - C. laid eggs the size of houses
3. Years later, eggshells found on an island proved that
  - A. giant birds had once lived on Madagascar
  - B. Sindbad's companions had broken a rukh egg
  - C. rukhs had been larger than the tales said
4. From the study of bird-bones, scientists learned
  - A. how the giant birds had flown to the island
  - B. what name had been given to the birds
  - C. what type of birds they had been
5. Which statement about *Aepyornis* is *not* true?
  - A. It was like an ostrich.
  - B. It is the tallest bird known to man.
  - C. A skeleton of this bird is displayed in a Paris museum.
6. That *Aepyornis* were still alive in the 1600s is
  - A. an opinion that is held by some people
  - B. an idea that could not possibly be true
  - C. a fact that has been proved
7. Mistakes in old legends about the rukh, or *Aepyornis*, are likely due to storytellers'
  - A. laziness and lack of imagination
  - B. carelessness and lack of interest
  - C. exaggeration and lack of understanding
8. Paragraph 9 suggests that the Sindbad tale of rocks falling on a ship may have been due to
  - A. the vivid imagination of Sindbad
  - B. an actual meteorite-fall
  - C. the fantastic sea-story of an old captain
9. A reason for thinking the rukh "feather" seen by Marco Polo was a palm branch is that
  - A. some Madagascar palms have feather-like fronds
  - B. dried palm fronds are the colour of feathers
  - C. palm-trees grow in Madagascar
10. The writer's purpose in describing Madagascar's giant birds is to
  - A. prove rukhs lifted elephants and boulders
  - B. compare tales with scientific facts
  - C. explain how scientists study *Aepyornis* bones

## Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

1. A messenger who represents the ruler or government of a country is an \_\_\_\_\_. (2)
2. Scientists who study animals and animal life are \_\_\_\_\_. (6)
3. Anything that no longer exists is \_\_\_\_\_. (7)

B. Each word given below in capital letters is used in the story. The paragraph number is given.

**Directions** Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. BOULDERS (1) are
  - A. people who are bolder than others
  - B. large rocks
  - C. masons or builders of stone structures
5. People who have EXAGGERATED (8) have
  - A. given exact and accurate details
  - B. annoyed others
  - C. gone beyond the truth by enlarging details
6. METEORITES (9) are
  - A. people who watch meteors burning
  - B. large rocks that burn up completely on entering Earth's atmosphere
  - C. pieces of rock that reach Earth from outer space

C. Each sentence gives clues to a word from the story. Find and write the word.

7. Anything that is done with haste is done — (1)
8. An official who rules or governs a place is a — (3)
9. Anything that is not understood correctly is — (9)
10. Small pieces of anything are — (9)

D. A SUFFIX is a special kind of ending. It changes both the meaning of the word to which it is added and the way in which the word is used.

Letters in a word may be dropped, changed, or added when a suffix is used.

haste + -y = hasty


use + -al = usual

fury + -ous = furious

**Directions.** Each sentence lists three suffixes. Find in the sentence a word that has added one of the three. Write the word and underline the suffix.

Example: famous

11. ary ful ous / *The Arabian Nights* is a famous collection of tales from the East.
12. ary ful ous / Sindbad the Sailor is the legendary hero of several of these exciting tales
13. ary ful ous / On two voyages he had adventures with the monstrous birds called rukhs.
14. er ist or / In the 1200s, a traveller called Marco Polo reported a tale about killing elephants.
15. ary ful ous / A messenger had brought the story to the Grand Khan from the beautiful island of Madagascar.
16. ers ist ors / After about four hundred years, scientists agreed that an unusually large bird had existed on the island.
17. ence ment ure / No other bird in existence has been quite so large.
18. ers ist ors / Though the story-tellers exaggerated facts, the old legends were partly right.
19. ence ment ure / The old explanation of meteorites as a bird-god's punishment of men is misunderstood.
20. ence ment ure / Like many other legends, the rukh stories are a mixture of the real and the imaginary.



### 3/ BURIED STARLIGHT

Lyn Harrington

- 1 The Waitomo River deserved its name, "water entering a hole". The river, on Chief Tinorau's land in New Zealand's North Island, flowed right into a hillside, and then reappeared at a spot miles beyond. Chief Tinorau sometimes wondered where it went, but he dared not explore it. Every Maori knew that a water-spirit lurked there, ready to drown the curious.
- 2 In 1887, a surveyor's assistant named Fred Mace asked permission to explore the river. He would come during the Christmas holidays when the water was low. "Come if you like," Chief Tinorau answered. "But you won't get any Maori to go with you!"
- 3 In the hot December sunshine, Fred Mace bound thick, dry stalks together to construct a raft sturdy enough to hold two men. Watching him, Chief Tinorau caught the spirit of adventure. Excited and a little nervous, he seated himself with Fred Mace on the raft and they pushed off towards the hillside. Soon they left the bright sunlight behind. They had to light a tallow candle to see the limestone walls and roof of the tunnel. In places, stone icicles, called stalactites, hung down. Sometimes the ceiling was so low the men had to lie flat on the raft.
- 4 Then the river carried them round a rocky corner – and out under a glittering, starry sky. "How can it be night already?" Chief Tinorau was puzzled. "We haven't been underground even an hour yet!" But no night sky would have bluish-green stars that seemed near enough to touch. Fred Mace reached for one. The "star" vanished and Fred's hand was covered with sticky webs.
- 5 When Chief Tinorau raised the candle, they saw they were in a grotto, its limestone roof hung with millions of beaded threads. As the men watched, small mosquitoes flew against the strings



and stuck fast. A little worm gobbled up each string and insect and then spun a new thread for the next victim. Each worm had a "star" in its tail.

6 Though the men hardly dared to speak at first, their voices didn't seem to disturb the worms. But when Fred clapped his hands loudly, the lights dimmed at once. And when Chief Tinorau moved the candle close to the glow-worms, their lights blinked out.

7 A little beyond the glow-worm grotto, the river plunged into a hole where the raft could not follow. Forced to return the way they had come, the men worked their way upstream against the gentle current. Sometimes they paddled with their hands, sometimes they pulled or pushed against the walls, sometimes they reached from one stalactite to the next.

8 "That grotto is like a fairyland!" Fred exclaimed as they finally emerged, blinking, into the afternoon sunshine. "Why, Chief, tourists would come from all over to see the glow-worms."

9 Chief Tane Tinorau was excited. But how could he get people into the cave to show them the wonderful sight? Often the river was too high for anyone to get through the arched portal. Besides, visitors wouldn't go on a raft, especially if they had to lie down.

10 "Perhaps there is another entrance," Fred suggested. "We found a lot of caves in our surveying, you remember. Let's explore them."

11 The chief, Fred, and two Maori boys found three more connecting caves, each wonderful in its own way. In the course of centuries, the drip of water had carved the limestone walls into enchanting designs. Some looked like curtains, some like the pipes of a great organ, some like figures turned to stone. These designs suggested names for the caves: the Banquet Hall, the Organ Loft, and the Sculptor's Studio. This last cave had a small

entrance above ground, which they easily enlarged.

12 Word spread quickly. Visitors came by train and carriage and wagon to see the wonderful caves. One thing bothered Chief Tinorau. Some visitors scratched names and initials on the limestone, spoiling the sight for others. The chief was relieved when the government took over the protection of the caves.

13 In 1907, the government bought the land from the chief. Two more caves were discovered. All are carefully lighted, with hand-rails and steps. Thousands of people visit the caves each year. Their favourite is usually the Glow-worm Grotto.

14 Near the grotto, visitors board a flat-bottomed boat at a dimly lighted landing-dock. The light is snapped off, and the guide cautions against making any noise. The boat moves in silence through velvety blackness as the guide pulls it along by cable. When the boat swings round a corner into the main grotto, everyone gasps. The vaulted ceiling shines with tiny blue stars reflected in the calm black water below.

15 Scientists have studied the inch-long glow-worms that form this fairyland. The worms are larvae hatched from eggs laid by a tiny fly. The larvae spin themselves little hammocks attached to the roof. Moving back and forth, each worm drops about twenty strands, a few inches to two feet in length. The glow-worm's light attracts insects that breed in mudbanks. When high water covers most of the banks and insects are fewer, the glow-worms try to outshine one another to attract food.

16 Many generations of glow-worms have lived and died in the grotto since Fred Mace and Chief Tinorau discovered it. Though several other glow-worm caves have been found in New Zealand, in South Island as well as North Island, none is so dramatic as the Glow-worm Grotto on the Waikato River.



1. Waitomo River was explored in 1887 when
  - A. local Maoris became curious about it
  - B. the water-spirit left for another water-hole
  - C. Fred Mace requested permission from Chief Tinorau
2. The chief decided to go too when Fred
  - A. made a raft of thick dry stalks
  - B. said he would take candles along
  - C. pushed off towards the hillside tunnel
3. At first sight, the grotto amazed the two men because
  - A. stalactites hung from its limestone ceiling
  - B. its ceiling looked like a starry night sky
  - C. tiny stars twinkled underwater near the raft
4. A closer look showed them that the "stars" were
  - A. bluish-green starfish
  - B. beaded threads spun to catch insects
  - C. lights on the tails of glow-worms
5. On their return Fred and the chief were mainly interested in
  - A. making the grotto a tourist attraction
  - B. telling friends about the wonderful discovery
  - C. exploring more caves in the area
6. Evidence in paragraph 11 suggests that
  - A. further cave explorations were unsuccessful
  - B. Fred played the organ in the Organ Loft
  - C. tourists would use the enlarged entrance to the Sculptor's Studio
7. Government improvements to the Waitomo tourist area included
  - A. safety signs
  - B. banquets in the Banquet Hall
  - C. additional lighting
8. The writer's description of a visit to Glow-worm Grotto indicates that
  - A. glow-worms are frightened by light and noise
  - B. tourists must protect themselves from mosquito bites
  - C. the tour guide is Chief Tinorau's son
9. When the water level in the river is high,
  - A. there are fewer insects
  - B. the glow-worms' lights shine more brightly
  - C. Both A and B
10. The writer states that Glow-worm Grotto is the
  - A. only cave of its kind in the world
  - B. best glow-worm cave in New Zealand
  - C. only cave in the Waitomo area

## Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

1. Agreeing to let another person do something is giving — (2)
2. To build something is to — it. (3)
3. Anyone who has come out into the light or into view has — (8)
4. Pieces of artistic work are sometimes called — (11)
5. Insects which have just hatched from eggs but have not yet become pupae are called — (15)

B Each word given below in capital letters is

used in the story. The paragraph number is given.  
*Directions* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

6. STALACTITES (3) are
  - A. ice formations hanging from a cave roof
  - B. icicles upside-down on a cave floor
  - C. stone formations that hang from a cave roof and gradually narrow to a point
7. ENCRANTING (11) designs are
  - A. delightful or picturesque
  - B. able to put viewers under a magic spell
  - C. sung in a chant
8. GENERATIONS (16) of glow-worms are
  - A. leaders of armies
  - B. all those born about the same time
  - C. producers of electricity

C. Each sentence gives clues to a word in the story. Find and write the word.

9. The suffix *ant* ends the word —, meaning a person who helps another. (2)
10. The suffix *ous* ends the word —, meaning uneasy or disturbed. (3)
11. The suffix *ance* ends the word —, meaning a place by which one enters. (10)
12. The suffix *ion* ends the word —, which means protecting from harm. (12)
13. The suffix *y* ends the word —, which means smooth and soft like a certain type of cloth (14)

D. The three words in each list begin and end alike. The first and last syllables are the same in all three. The marks †† show where a word is missing in the sentence.

*Directions.* Choose and write the word that fits.

Draw a line after the first syllable.

Example: as,sistant

14. ascendant assailant assistant Young Fred Mace worked as an †† in his profession.
15. surprising surveying surviving With others he had been †† the area near the Waitomo River.
16. excepting expecting exploring He decided to spend his Christmas holidays †† the river.
17. conduction connection construction / His first task was the †† of a sturdy raft.
18. percussion permission persuasion / Chief Tinorau, who had given †† to Fred, joined him.
19. reflected refloated rejected / In the Glow-worm Grotto they found a fairyland, lighted with tiny blue stars †† in the black water below.
20. concocting conducting connecting Further exploration led to the discovery of three more †† caves.

## 4/ A PET COYOTE

Max Braithwaite

1 When I was teaching in a one-room school in Saskatchewan during the depression year of 1933, my greatest problem was loneliness. I lived alone in the basement of the school, and out of school hours had no one to talk to. It was then that I got Raffles, a pet coyote, and my troubles began.

2 The first day in school, Raffles was a complete success. I decided to leave him tied in the basement, but when the children began to arrive he began to howl. So I fetched him up and introduced him to the pupils. Their reactions varied. The timid ones kept their distance, the affectionate ones wanted to embrace him, and the vicious ones were all for cutting off his ears for the bounty. In any case they were all interested.

3 When it came time to ring the bell, I realized that a coyote lying beside the teacher's desk might make it difficult to concentrate on the three R's, and so I turned the morning over to teaching nature science.

4 I hoisted Raffles to the shiny desk surface where, as is common with canines, he felt very nervous. He slithered round like a Bantu tribesman on skates and, when I grabbed at him with a steadying hand, he mistook my intention and snapped at it.

5 Thus the first lesson we learned about *canis latrans* is that he has very sharp teeth. When I

came up from painting my wound with iodine, I brought one of my bed-sheets and we stood Raffles on that. We ascertained that he measured forty-five inches from tip of tail to tip of nose, stood two feet tall at the shoulder, and had a black-tipped bushy tail fourteen inches long. His eyes were slanted, his cheek-bones high, the end of his nose snubbed.

6 In time Raffles became a reasonably well-adjusted member of the school. But my problems with him were by no means over. He followed me everywhere. And although he made my solitary wanderings amusing and meaningful, he was a nuisance on my twice-weekly trips to Lyle English's farm for drinking-water.

7 The first time he went with me I forgot all about him until he was in among Mrs. English's chickens. All farmers can interpret the squawking of excited hens. In two seconds flat, Lyle English was out of the back door with a loaded shotgun in his hands. It was only by dropping my two pails and dashing forward that I managed to save my pet's life.

8 "It's all right," I shouted, attaching the chain to Raffles's collar and leading him away.

9 "What do you mean it's all right? That's a ky-oot!"

10 "Yes. He's really very intelligent and quite harmless."

- 11 "Oh, I know all about how smart he is. But harmless—well, you saw how fast he got among these chickens."
- 12 "He won't do it again. I'll put the chain on him before we get here."
- 13 "You really figuring to keep that thing?"
- 14 "Yes. He's actually like a dog, you know."
- 15 Lyle English ran his gnarled hand round the back of his sunburned neck. "You're making a big mistake," he said. "That thing happens to nip one of the kids and there'll be ned to pay. I suppose you know they carry rabies." He turned and went back into the house.
- 16 I pumped my two pails full of water and started home. Now, to the simile about the one-armed paper-hanger with hives, I can add one of my own. busy as a man with two pails of water leading a coyote through a chicken-yard.
- 17 That streak of grey lightning went round me four times, pinning my ankles, and then started out. I and the water pails went down on the manure-soaked yard. I tried again, and it happened again. I was just about ready to knock on the door and ask Lyle for the loan of his shotgun, when I got the idea of taking Raffles outside the barnyard, tying him to a fence-post, filling my pails at the pump, and picking him up on the way past. It worked, but I had an uncomfortable feeling that the English kids had watched the whole performance through the kitchen window.
- 18 Raffles remained with me until almost the end of the June term, and by that time I was beginning to worry about his future. I knew I couldn't take him home to the city with me, and I was positive that no local farmer would take him off my hands. Then he solved the problem for both of us.
- 19 Just before the June exams I went on an expedition to the bank of the Saskatchewan River to pick saskatoon berries. As was his custom,

Raffles roamed far and wide, but I knew he'd come back when he felt like it. But this time he didn't feel like it. When it was time to leave I shouted and whistled, but only a lonely echo came back from the far bank of the river.

- 20 I never saw Raffles again. I'm almost sure he struck up an acquaintance with a coyote of the opposite sex (it was the time of year for it).
- 21 I hope he was happy and never lonely. For he had helped in his own panting, chicken-chasing, tail-wagging way to get me through the greatest loneliness I've ever known.



1. The teacher who wrote this story kept a pet coyote for
    - A. companionship
    - B. nature study
    - C. protection
  2. Raffles's first appearance in school caused
    - A. different reactions among the pupils
    - B. a change in the teacher's lesson plans
    - C. Both A and B
  3. The reason for Raffles's behaviour while on the desk was that he was
    - A. afraid
    - B. careless
    - C. mean
  4. The topic of paragraph 5 is
    - A. first aid for teacher
    - B. the practical study of a coyote
    - C. the three R's
  5. Which happened second at the English farm?
    - A. Raffles disturbed the chickens.
    - B. The writer dropped his pails and rushed forward.
    - C. Lyle English appeared with a shotgun.
  6. Mr. English disliked Raffles because in the past coyotes had likely
    - A. stolen his chickens
    - B. fought with his dogs
    - C. attacked him
  7. The author says that Raffles behaved like a streak of grey lightning when he was
    - A. sitting on the desk
    - B. leaving the English's farm
    - C. chasing the chickens
  8. He worried about his pet's future because
    - A. Raffles might bite the farmer's children
    - B. coyotes cannot live in cities
    - C. a farmer might shoot Raffles
  9. When the coyote did not return at the teacher's call, the teacher likely felt
    - A. lonely, but glad that his problem was solved
    - B. angry, but happy to be rid of Raffles
    - C. disappointed and sad
  10. From this story we can conclude that coyotes
    - A. make the best pets in the world
    - B. form lifelong friendships with men
    - C. are less dangerous than many people think
- ### Thinking about the Words
- A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.
- Directions* Read each sentence and look back at the paragraph to find the missing word. Write the word.
1. The state of feeling alone and longing for company is \_\_\_\_\_. (1)
  2. Anyone who has made a stranger known to others has \_\_\_\_\_ him. (2)
  3. To pay close attention is to \_\_\_\_\_. (3)
  4. An animal that has slid unsteadily along a slippery surface has \_\_\_\_\_. (4)
  5. Anyone who can understand the meaning of a sound or a word can \_\_\_\_\_ it. (7)
- B. Each word given below in capital letters is used in the story. The paragraph number is given.
- Directions.* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is

closest to the meaning in the story Write A, B, or C.

6. Those who are AFFECTIONATE (2) are
  - A. anxious to do harm
  - B. loving
  - C. pretending to be very dainty in their ways
7. The THREE R's (3) are
  - A. reading, (w)riting, and (a)rithmetic
  - B. R, r, and r
  - C. a study of records, reeds, and roots

C. Two words, *rain* and *fall*, may be joined together to make one word, *rainfall*. The word *rainfall* is called a compound word.

*Directions.* The paragraph number and one part of a compound word are given below. Locate the word in the story Write the compound word.

8. bed- — (5)
9. — burned (15)
10. paper- — (16)
11. — gun (17)
12. — yard (17)
13. fence- — (17)

D. Words with the same or almost the same meaning are called synonyms.

*Directions.* Column I below has a list of words from the story. Choose a synonym from Column II for each of the words in Column I. Write the word.

Column I	Column II
14. timid (2)	purpose
15. vicious (2)	understand
16. intention (4)	fastening
17. solitary (6)	fearful
18. interpret (7)	sure
19. attaching (8)	lonely
20. positive (18)	wicked

## 5/ CURSE OF THE BARRENS

Farley Mowat

1 On the eastward journey to Hudson Bay, Big River had carried the two canoes swiftly downstream for about thirty miles. But when the three boys and Angeline saw ahead a mass of foam punctured by the sleek, wet shapes of innumerable boulders, they agreed that they must walk.

2 The day the portage began was one that none of the four would ever forget. Dawn brought grey skies but not a breath of wind. Long before daylight the mosquitoes arrived. And with them came the second of the Barren Land plagues — black flies.

3 Black flies breed in the eddies of swift water, and Big River mothered them in myriads. The flies swarmed over the youngsters in such numbers that a haze formed around their heads. Flies crawled into every crevice in their clothing, and when they found flesh they bit, leaving a little drop of blood and a rising welt that itched furiously.

4 Once out of their sleeping-bags the travellers found it impossible to remain still long enough even to light a fire and get some breakfast.

5 "Come on! Come on!" Jamie yelled. "Grab the stuff! We got to get out of here!"

6 Wordlessly, Awasin seized one canoe and Peetyuk grabbed the other. Flipping them upside-down, they hoisted them to their shoulders and set off at a dog-trot over the saturated muskeg. Jamie and Angeline followed close behind, festooned

with packs, robes, and paddles. Not everything could be carried at one time and so some of the bundles were left for a second trip.

7 They fled, but they were hotly pursued. The cloud of insects kept increasing in size. Awasin and Peetyuk had to use both hands to hold the gunwales of the canoes steady, and so could not beat off the swarms that crawled over their faces, into their eyes, up their nostrils, and into their panting mouths. They had not trotted more than half a mile when they were forced to fling down the canoes so that they could flail away at their tormentors.

8 Jamie and Angeline were not much better off. When they caught up to the other two, they also flung down their loads and joined in the mad dance.

9 "I can't stand this!" Jamie cried. "We got to do something!"

10 "Open the packs! Get out the spare shirts," Awasin commanded. "Wrap them around your heads and over your faces. Tie up the wrists of your jackets. It will help a little. We must go on. Maybe we can find a clump of willows by the river and build a smudge."

11 "Leave canoes here," Peetyuk added in a muffled voice as he wrapped a long flannel shirt around his head. "We run quick. Find wood, make big smoke!"

- 12 Thrusting the bundles under the canoes, the others followed his advice and soon the four of them were running over the sodden plains as if beset by devils.
- 13 Half-crying with fatigue and misery, they stumbled into a little valley through which a tiny stream ran down to Big River, and in this protected place they found a copse of willows. Tugging and pulling at the green branches like wild animals, they soon piled up a high heap. With trembling hands Awasin touched a match to some dry moss that he stuffed under the heap.
- 14 The wood was green and wet and burned slowly and with no heat — but it was not heat the travellers wanted. Great coils of yellow smoke rose from the smouldering mass and hung low in the still air. One after another the four flung themselves into the smoke, only to be driven out again coughing and spitting and with their eyes streaming. Each time they emerged they were met by a new wave of flies and driven back again.
- 15 The hours that followed were sheer agony. The choice was one of being choked to death or of being driven mad by the flies. When deliverance finally came, in the form of a heavy rain followed by a rising easterly wind, all four were at the end of their endurance.
- 16 The relief of being free of the flies was so great that they ignored their soaking clothes and the chill of the east wind and lay in exhaustion on the saturated moss until Awasin roused them.
- 17 "We must go back to the canoes. If this wind gets too strong it will turn them over and all our gear will get wet."
- 18 "Let it rain! Let it rain!" Jamie cried. "Boy! I never thought I'd live to bless the rain, O.K., Awasin, you're right as usual. Let's go."
- 19 They plodded back across the dark plain to the abandoned canoes. There was no point in trying to move on until the rain let up. They crawled under the canoes, and there, wet and shivering, they put in the rest of that miserable day. Towards night the rain slackened to a drizzle and they emerged, stiff, swollen, and utterly dispirited, to lug the canoes and gear to the little valley. After a long struggle they finally got another fire to burn, but it could not be made to boil the tea pail, and so they had to content themselves with a mug of warm water each, instead of tea. Wearily they erected the tent and crawled into it.
- 20 Lying all together in one wet huddle, like half-drowned pups, they finally dozed off, but not before Peetyuk had spent several moments mumbling mysteriously in Eskimo.
- 21 "What are you up to, Pete?" Jamie asked him.
- 22 "Not laugh at me, Jamie. I make old medicine-song to Spirit of the Wind. I ask him blow and blow and never stop blow."
- 23 "Laugh at you? Listen, Pete. You tell me the words and I'll sing too. I'd rather have a hurricane than face those flies again!"



1. The "curse" in this story was
    - A. the sodden muskeg
    - B. the mosquitoes and the black flies
    - C. the weather
  2. The "barrens" through which Awasin, Peetyuk, Jamie, and Angeline portaged was
    - A. flat, rocky ground
    - B. bush country
    - C. sodden muskeg plain
  3. If the wind had been blowing that morning,
    - A. it would not have been necessary to portage
    - B. the insects would have been less troublesome
    - C. it would not have rained
  4. Which happened second on the portage?
    - A. The four travellers flung down their loads.
    - B. They searched for a clump of willows to make a fire.
    - C. They wrapped their heads up.
  5. The fire they made was smoky because
    - A. Awasin was not skilled in lighting fires
    - B. the wood was green and wet
    - C. rain was falling
  6. The suffering travellers flung themselves into the choking smoke to
    - A. escape the flies
    - B. warm themselves
    - C. heal the bites on their bodies
  7. From the way in which relief finally came, we can conclude that
    - A. black flies dislike rain and wind
    - B. mosquitoes like a dry climate
    - C. rain soothes insect bites
  8. As soon as they returned to their canoes, the travellers
    - A. continued the portage
    - B. put up the tent
    - C. took shelter from the rain
  9. Preparations for the coming night included
    - A. drying clothes and erecting a tent
    - B. attempting to make tea and erecting a tent
    - C. erecting a tent and cooking a meal
  10. The next day would be better for travelling if
    - A. Peetyuk got what he asked for
    - B. Peetyuk would do a rain dance
    - C. the temperature would go down
- ### Thinking about the Words
- A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.
- Directions:* Read each sentence and look back at the paragraph to find the missing word. Write the word.
1. When something is lifted up, it is said to be — (6)
  2. Those who are chased by something are — (7)
  3. Persons or things that cause very great pain to others are called — (7)
- B. Each word given below in capital letters is used in the story. The paragraph number is given.
- Directions:* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.
4. Things that are INNUMERABLE (J) are

- A. easily counted
  - B. too many to be counted
  - C. numbered in twenties
5. MYRIADS (3) are
- A. miracles or marvellous events
  - B. very great numbers
  - C. small groups
6. FATIGUE (13) is
- A. unwarlike duties of a soldier
  - B. overweight
  - C. complete weariness

C. Each sentence gives clues to a word in the story. Find and write the word.

7. A small opening is a \_\_\_\_ (3)
8. Anything that has been thoroughly soaked has been \_\_\_\_ (6)
9. A swampy area covered with rotting moss is \_\_\_\_ (6)
10. Anyone who is exhausted or discouraged is \_\_\_\_ (19)

D. A SYLLABLE is a word or part of a word with a vowel sound, alone or with consonants.

*Directions.* Find in each sentence the word with the greatest number of syllables. Check with the list below before you write the word and mark the syllables.

11. When innumerable boulders punctured the foam ahead, the four travellers began a portage.
12. Then came the plagues of the Barren Lands — mosquitoes and black flies.
13. Myriads of flies gathered about the youngsters' heads.
14. Flies crept into every crevice in clothing and left great welts that itched furiously.
15. It was impossible to remain still long enough to light a fire and have breakfast.
16. Pursued by the flies, the four set off as fast as

they could across the saturated muskeg.

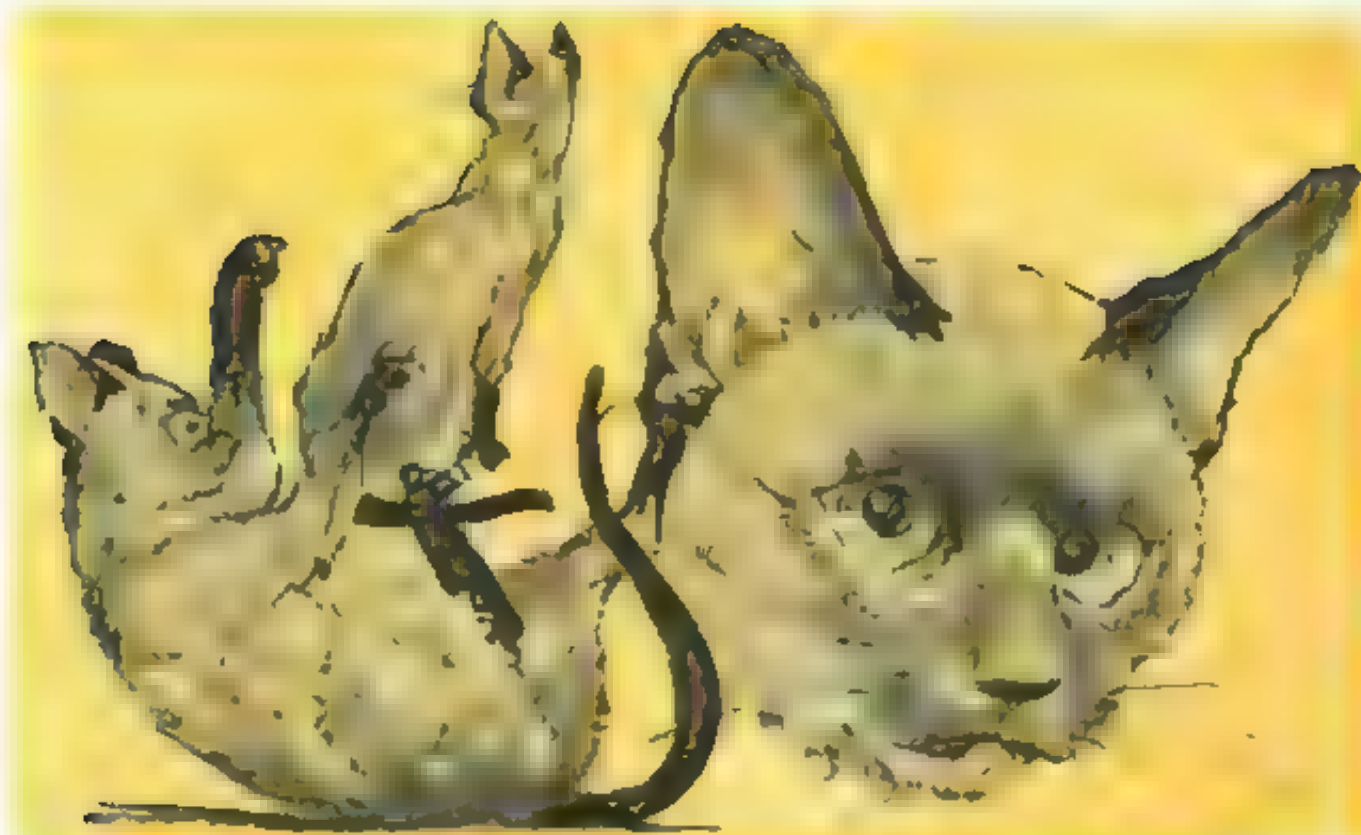
17. The two bearing the canoes had to set them down to beat off their tormentors.
18. Abandoning their load, the travellers fled to a copse of willows.
19. For hours they were in agony, choosing between thick smoke and biting flies.
20. At last deliverance came, in the form of a heavy rain and a rising wind.

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*Two words in the list are not needed.*

a,ban,don ing	hur ri,cane	myr i ads
ag o ny	im pos,sible	pur sue rs
de,lv er ance	in,numer-a,ble	sat,u rat ed
fu ri ous ly	mosqu toes	tor,men tors

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## 6/ THE CASE OF THE CLUMSY CAT

Scott Young

1 Every time I happen to mention that we have a clumsy cat, I am greeted with loud guffaws – especially from other cats. “That’s rich!” they say, padding daintily round and leaping flawlessly from floor to plate-rail and back down again. “That’s as ridiculous as saying you’ve got a smart turtle or a clean dog – you can’t kid us.”

2 But we do have a clumsy cat. He is a Siamese. His name is Lucifer and he is a big, good-looking cat who walks round as if he hadn’t a care in the world. (He hasn’t a care in the world, at that, as long as he just walks.)

3 We got him as a kitten more than a year ago, along with his full sister, Kiki. At that time they were almost exactly the same size. Kiki is a little smaller than he is now. She is a graceful, spooky, and venomous cat who has attached herself to one member of our household and walks away from any other.

4 Kiki was an original part of Lucifer’s trouble. The first time they came into our dining-room and saw the two big windows there, she sized up the situation in an instant. Below the windows was a wide, wooden cover over the radiator. It is warm

Adapted by permission from “The Case of the Clumsy Cat” by Scott Young. First published in *The Globe Magazine*, March 13, 1965.

for a cat to sit on and provides an excellent vantage point for watching what is going on both outside and inside.

5 Kiki walked across the room and sprang gracefully up to the radiator cover. You could almost see the thoughts going through her brother's mind, to wit, "Guh, that looks like fun!" Whereupon he wound up back near the kitchen door and flung himself across the room and launched himself into the air – but not high enough. His head hit the radiator cover and he dropped to the floor like a stone.

6 He got up rather groggily, took another look at his sister, and had another go. This time his front feet hit the target all right and he scrambled up.

7 Now, seventeen months later, this radiator cover still gives him trouble.

8 When he is feeling conservative, he makes the trip in easy stages, going first to the seat of a dining-room chair that usually stands near by, and then making the small final leap. He comes down the same way.

9 But he is not really a conservative cat by nature, and he sees this radiator cover as a real challenge. He'll be walking by it, trying to ignore it, when suddenly he'll turn and spring. If he does land on top, it is in a heap – never on his feet. He has overshoot and hit the window about half-way up the pane.

10 Another factor that makes him distrust this radiator cover is that the manner of his arrival tends to jar it loose from its moorings. It will then rock a bit as he and his sister wrestle on top of it, and about once a month it falls with a mighty crash – after which Kiki stays in a basement wood-pile for about two days, quivering with fear. All Lucifer does is get about two inches out of the way of the falling timber. He lets it go at that. He isn't going to let any radiator cover scare him.

11 Once Lucifer was walking along the radiator

cover when something on the lawn outside attracted his attention. He turned his head, missing his footing, and fell off to the floor. That's not so unusual in itself, except that he fell on his back. I have seen him fall on his back two or three times from no more than three feet in the air. It takes real agility to get his feet out of the way, but Lucifer manages it.

12 Among his other feats, he likes to chase a rubber ball. One day our little girl, who loves him, was rolling a ball for him round the dining-room. He was playing to the gallery with great leaps and barrel rolls when, in one of these, he crashed head-on into a chair leg.

13 I don't tell these stories often because cat-lovers always want me to put him in the Sick Children's Hospital, or send him to the Rochester clinic.

14 They say he must be blind. I know better. He is clumsy and impetuous, but neither blind nor stupid. He is one who can shove open the doors, work his way into closets, and track down the hidden supply of foam-rubber hair-curlers that both cats like to play with. He is also game for fun or a chase any time and never scratches unless he thinks his life is in danger.

15 But he is also the cat who recently sprang joyfully up our basement stairs, following his sister to a food call – but missed one step, fell, and rolled back two or three steps before he recovered.

16 In summer, when he is outside a lot, dogs do not worry him. I saw one once plunging in great leaps towards him. Lucifer stood there, buffing his nails, tail twitching a little. The dog stopped a foot away, puzzled, and let out a mighty *woof, woof, woof*. Lucifer lightly reached out and let the dog have it across the nose – and when the dog backed up, Lucifer stepped forward, and he actually backed that dog off our lawn.

17 If we had about nine cats like him, we'd have the cleanest lawn in town.



1. The author's way of telling this story shows he is
  - A. amazed at Lucifer's stupidity
  - B. amused at Lucifer's behaviour
  - C. ashamed to own a cat like Lucifer
2. According to the opening, other cats think
  - A. it's impossible for a cat to be clumsy
  - B. turtles aren't smart
  - C. Both A and B
3. The first illustration the author gives of Lucifer's clumsiness is a
  - A. statement about his age and breed
  - B. description of his behaviour with a dog
  - C. comparison of his actions with those of Kiki
4. Before Lucifer joined Kiki on the radiator cover, he
  - A. made one unsuccessful jump
  - B. made two unsuccessful jumps
  - C. needed the help of the author
5. After seventeen months Lucifer has become
  - A. more conservative by nature
  - B. skilful at jumping up on the radiator cover
  - C. no better at jumping up on the radiator cover
6. The radiator cover falls from time to time because of
  - A. Kiki's weight
  - B. Lucifer's clumsiness
  - C. the wind blowing through the open windows
7. Lucifer is clumsy not only in jumping, but also in
  - A. opening doors
  - B. tracking down playthings
  - C. avoiding objects in his way
8. Cat-lovers think Lucifer should be hospitalized because they feel he must be
  - A. blind
  - B. stupid
  - C. sick
9. The author disagrees with them because
  - A. he does not care about Lucifer
  - B. Lucifer's actions show the cat-lovers are wrong
  - C. a veterinarian has said Lucifer is well
10. Paragraph 16 shows that though Lucifer is not graceful he is
  - A. able to defend himself
  - B. fun to play with
  - C. clean and tidy

## Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

1. Anyone who has connected himself closely with something or someone has \_\_\_\_\_ himself to it. (3)
2. Anyone who moves uncertainly or unsteadily moves \_\_\_\_\_. (6)
3. To pay no attention to something is to \_\_\_\_\_ it. (9)
4. When Lucifer's jump carried him too far, he \_\_\_\_\_ the radiator cover. (9)
5. Fastenings that keep something in place are \_\_\_\_\_. (10)

6. After a great fright, a person or animal shaking or trembling is — with fear. (10)

B. Each sentence gives clues to a word in the story. Find and write the word.

7. Anything that is done without a mistake or flaw is done —. (1)  
 8. Anything that a person can make fun of is —. (1)  
 9. Anyone who has the ability to move quickly and lightly has —. (11)  
 10. Deeds that show skill or ability are —. (12)

C. The suffixes *ity* and *ness* often mean "the condition or quality of being". For example:  
 The quality of being *sincere* is *sincerity*.  
 The quality of being *helpful* is *helpfulness*.  
 The suffix *less* often means "without" or "lacking".  
 Anyone lacking *power* is *powerless*.  
*Directions.* From each of the sentences below, choose a word that contains one of the three suf-

fixes above. Write the word. Underline the suffix.

11. Cats are famous for their agility, but Lucifer is an exception.  
 12. He is not a flawless jumper.  
 13. His clumsiness was proved soon after he and his sister became members of the household.  
 14. Kiki's spring to the radiator cover in the dining-room window showed true gracefulness.  
 15. Lucifer's attempt was graceless and unsuccessful.  
 16. Although he was suffering from grogginess after his fall, he got up and made a successful try.  
 17. Lucifer also lacks a cat's usual ability to land on its feet after a fall.  
 18. Though he is the victim of many accidents, the cause of them is not stupidity.  
 19. A clumsy cat may seem ridiculous, but Lucifer deserves respect for being fearless of dogs.  
 20. On the whole, Lucifer is an oddity in the cat world.

## 7/ WINTER MEMORIES

Kay Tew Marshall

- 1 Each year when the time comes to switch on the oil-furnace, I listen gratefully to its comforting purr, and think without regret of the frigid temperatures in the old farmhouse of my childhood.
- 2 In those days the large house was heated by a wood-burning cook-stove in the kitchen and the coal-stove in the living-room. Within a radius of ten feet or so, the stoves cast off a comforting warmth. A system of stove-pipes carried the overflow of heat through the upper regions.
- 3 My bedroom was at the farthest reaches of the stove-pipe leading from the living-room. Sometimes this black pipeline got vaguely warm to the touch before it darted off into the chimney; but mostly it was almost stone-cold. Any warmth that crept into my room came through the open doorway into the hall.
- 4 Getting into bed at night wasn't too bad, the icy acres between the sheets would be warmed up with a hot brick or water-bottle on cold nights. But that moment of getting out in the morning was a real test of strength.
- 5 I lay curled into a ball under three patchwork quilts and a woollen comforter with only my nose sticking out, when a voice from downstairs called sharply, "Girls! Girls! It's seven o'clock!" Lying there, I knew perfectly well that the temperature in the room outside the covers was anything from 32 degrees to 10 above zero.
- 6 And so I reached out a timid arm to the chair beside my bed. From it I drew under the covers the long drawers, the woollen shirt, the cotton garter-waist, the long stockings, the voluminous bloomers, and the flannel petticoat. These I "let lay" for five minutes to warm up. Then awkwardly, still under the covers and trying to prevent any icy draughts from creeping in, I struggled out of my flannel nightgown and into the garments styled for girls' winter wear.
- 7 "Girls!"
- 8 This time the voice carried a note that spelled doom if I didn't appear in the kitchen within two minutes. I did! In fact, I usually made it in one minute flat.
- 9 Wearing a bathrobe, clutching shoes and dress in cold fingers, I catapulted into the warmth of the kitchen. Behind me I left a visible trail of frosty breath in the hall and stairwell. After I had been properly straightened out, washed, and brushed, life began to take on a more cheerful aspect over a huge bowl of porridge and brown sugar, toast, cider sauce, and hot cocoa.
- 10 But on really bad days, a glance at the window would send my heart down into my button-boots. Snow drifted everywhere. It blew in white plumes from the tops of snowbanks and drifted across the field so that only the roofs of buildings were visible. And I knew full well that only one force was going

*Adapted by permission from "The Heating Problem in Winter" by Kay Tew Marshall. First published in The Paris Star and The Brantford Expositor.*

to carry me the mile and a half through that wintry gale to school – my own two feet.

11 The boys and girls of today in the scientifically styled windproof suits, light as feathers, warm as toast, know nothing of the real rigours of a winter on the farm. When I was a child the standard equipment for the walk to school, over roads often blocked even to sleighs and cutters, was quite different. It consisted of long, very heavy, black, ribbed woollen stockings pulled over my shoes; shiny black rubbers over the stockings, a sweater over my warm dress and white starched pinafore; a woollen coat that weighed about ten pounds (dry) and came midway between my knees and ankles, considerably hindering progress through the snowbanks; two pairs of hand-knitted mitts, fastened on strings that went inside the sleeves of my coat; a knitted cap; and a scarf, about six feet long, that went around my neck three times before tying in a strangling knot at the back.

12 Thus garbed, I was hardly able to waddle out of the door when zero hour came at eight o'clock. Sometimes, but just the odd day, my father would judge the weather too bad for us children to go to school. (A check on dates would show these days as record storms in the province.)

13 Then the old house became a blissful heaven. I could sit beside the coal-stove with my feet against a gleaming fender and read all day long, if I chose. I did not need to go into the cold hinterlands of bedrooms and halls, or even to the barn to help with the chores. When the men went out, I had the pleasure of blowing a hole in the frost on the window pane and watching them beat their way against the wild wind and snow, barnwards.

14 Then dusk would fall. The coal-oil lamps would cast their golden pools on the tables. The house would fill with the perfume of good things cooking in the kitchen.

15 And when bedtime came, the bricks would be


hauled out of the oven and wrapped in woollen cloths to be thrust deep in the feather beds to comfort cold toes. To me, curled up like a kitten again, the sound of the wind howling in the pines and the tap-tap-tap of the icy snow on the window-panes would be a lullaby.

16 I knew that the louder the wind howled, the greater the likelihood that tomorrow would be another heavenly day at home.

17 To this day, I love the sound of the wind in the night.

18 Also, to this day, I hate to get up on winter mornings!



1. The author remembers the winters of her childhood when she hears
  - A. her mother calling her
  - B. the hum of the oil furnace
  - C. the crackling of a wood fire
2. Her bedroom was the coldest in the house because
  - A. it was the farthest from the coal-stove
  - B. the stove-pipe was usually blocked
  - C. the house had only one stove
3. It was a problem for the author to get up because she
  - A. never went to bed early enough
  - B. hated to leave her warm bed
  - C. disliked helping her mother prepare breakfast
4. Before entering the kitchen in the morning, she
  - A. washed and dressed
  - B. dressed and made her bed
  - C. warmed and put on some of her clothes in 
5. Some mornings she felt uneasy when she
  - A. saw her huge breakfast
  - B. thought of the cold walk to school
  - C. heard the weather forecast on the radio
6. Her outdoor clothing included a
  - A. suit, cap, and mitts
  - B. coat, stockings, and scarf
  - C. sweater, ski-pants, and rubbers
7. The author says she wore heavier clothing than children do today because
  - A. Canadian winters were much colder then
  - B. she had to walk farther to school
  - C. light, warm clothing had not been invented

8. Paragraph 12 suggests that her father
  - A. was strict about his children's school attendance
  - B. cared little about their school attendance
  - C. worked even when there was a storm
9. As a child, the author
  - A. did not like school
  - B. hated to miss a day of school
  - C. enjoyed being absent from school sometimes
10. The author's memories of winter still
  - A. have an effect on her feelings
  - B. keep her awake at night
  - C. make her dislike going to school

## Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

1. Anything that is cautious or fearful is \_\_\_\_\_. (6)
2. Anything that is done clumsily is done \_\_\_\_\_. (6)
3. By grasping something tightly one is said to be \_\_\_\_\_ it. (9)
4. That which can be seen is \_\_\_\_\_. (10)
5. A list of items tells what something was made up of or \_\_\_\_\_ of. (11)

B. Each word given below in capital letters is used in the story. The paragraph number is given.  
*Directions.* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is

closest to the meaning in the story. Write A, B, or C.

6. **VOLUMINOUS** (6) clothing is
  - A. bulky
  - B. picturesque
  - C. bright coloured
7. **BLOOMERS** (6) are
  - A. ridiculous mistakes
  - B. plants with innumerable blossoms
  - C. old-fashioned undergarments gathered by elastic at the waist and at each knee
8. **DRAUGHTS** (6) are
  - A. long drinks
  - B. currents of air
  - C. a game like checkers

C. Each sentence gives clues to a word in the story. Find and write the word.

9. Anything that is very cold is —. (1)
10. The distance from the centre of a circle to any point on the rim is its —. (2)
11. Anyone who has thrown himself forward forcefully, like a stone from a slingshot, has —. (9)
12. The harshness of the weather was one of the — of the winter. (11)

D. Two words, *bed* and *time*, may be joined together to make one word, *bedtime*. The word *bedtime* is called a compound word.

**Directions.** The paragraph number and one part of a compound word are given below. Find the word in the story. Write the compound word.

13. —line (3)
14. patch— (5)
15. —gown (6)
16. bath— (9)
17. stair— (9)
18. —banks (10)
19. wind— (11)
20. —rooms (13)

## 8/ DESCENT INTO DANGER

Malcolm Chamberlin

1 About 1800, a hunter pursuing a wounded bear discovered the entrance to one of the most remarkable cave-systems in the world. The underground caverns, now called the Mammoth Caves, cover an area of eight thousand square miles in northern Kentucky and Tennessee.

2 Year by year, daring explorers probed deeper into the caverns and mapped the underground trails. The caves and passages were given names. Among them were Fat Man's Misery (a narrow, winding path), Violet City, and the Maelstrom. The Maelstrom was a hole about twenty feet across, six miles from the entrance.

3 For fifty years, the Maelstrom halted any further exploration of the caves. No one dared enter it. Lighted paper was tossed down, only to be swallowed in the darkness. Stones were dropped, and were never heard to strike bottom. Then a young man named Wallace Prentice volunteered to go down.

4 A century ago, little was known about the art of exploring underground caves, or pot-holing, as it is called today. The preparations for Wallace's descent were very simple. A support of cross-beams was set up across the hole. Because there was no winding machinery, Wallace had to rely on the strength of six men, who hoped to let him down slowly by rope till he touched bottom. His only equipment consisted of two oil-burning lamps and

several hats, worn one on top of the other. Crash helmets were still a thing of the future.

5 The descent had hardly begun when several lumps of rock whistled past Wallace, just missing him. Then, about forty feet below the rim of the Maelstrom, an underground stream gushing from the wall soaked him and nearly put out his lamps. Wallace went on. The men at the top saw the rope that they had paid out reach the 100-foot and then the 150-foot mark. At last, at about 220 feet, came the jerk that signalled the end of the drop.

6 Safely at the bottom, Wallace found himself standing on rock as white as a snowdrift. To one side of him was a small chamber, but it seemed uninteresting compared with a tunnel entrance he had seen on the way down. So Wallace looped the rope round himself again and signalled to be hauled up.

7 Opposite the tunnel entrance, he stopped the ascent. To the alarm of those above, he began swinging himself to and fro until he gained a foothold on the ledge. Then he unlooped the rope and, keeping it in his hand, went into the tunnel. Caught up in the mystery of that silent place, he moved forward – and let go of the rope! His only link with life slipped away, swinging to and fro, and finally hanging in the centre of the shaft, completely out of reach.

Adapted by permission from "Into the Maelstrom" by Malcolm Chamberlin. First published in *Look and Learn*, April 1969.

- 8 In this dangerous situation, though he knew there could be no help from the men above, Wallace did not panic. He took the wire handles from his lamps and twisted them together to form a long hook. Balancing on the lip of the tunnel, he reached out to grope for his life-line. Again and again he tried to reach the rope. Stones toppled into the gulf as the tunnel mouth began to crumble under his feet. At last, his hook caught and he was able to pull the rope towards him.
- 9 He did not continue his ascent at once. He still wanted to explore the tunnel. He made the rope fast to the rock wall. After a few hundred yards, a landslide blocked his way and he returned to the tunnel's mouth to be hauled up.
- 10 From this point he had meant to ascend straight to the top. But, noticing a second tunnel in the opposite wall, he signalled to the men to stop once more. This second stop brought Wallace into the greatest peril of the whole adventure.
- 11 The rope on which Wallace was hanging had rubbed for too long on the wooden cross-beam over the top of the pit. When he tried to swing himself into the new tunnel, the movement increased the friction. No one noticed that the wood of the beam had begun to smoulder. Far below, Wallace found the second entrance beyond his reach and once more signalled to be hauled up. Hand over hand, the men pulled on the rope – and, with the renewed friction, the smouldering beam began to burn! Wallace hung there, helpless. His friends stopped pulling for fear of generating more heat. But the rope was now in the middle of the flames. In only minutes, Wallace's life-line would burn through!
- 12 At the top of the pit, panic reigned. Again, the men felt helpless. The nearest water was miles away. There seemed to be no way to put out the fire. Then someone remembered a water-bottle in his haversack. In the gloom, he hunted round for his own baggage among the rest. Wallace's rope was charring when the haversack was found.
- 13 The flask of water was given to one of the men who had stronger nerves than the rest. It was he who saved Wallace's life. He crawled carefully along the beam, reached the flames, and emptied the water over them. Then he crawled backwards till the others could grab his ankles and pull him to safety. Once he was clear, the men carefully pulled in the rope.
- 14 Everything now depended on whether the charred section would hold till the strain was off it. Cautiously, they eased the burn-mark nearer. After what seemed an endless time, Wallace reached safety. His friends were in a state of collapse from the strain. Wallace was the calmest person present.
- 15 Since Wallace's successful descent, other men have ventured into the Maelstrom. At the bottom, they have found in the rock the name of Wallace Prentice. Carved by the first explorer himself, it remains as a memento of his daring act.



1. The "Descent into Danger" was
    - A. the dangerous exploration of the Maelstrom Cave
    - B. a hunter's pursuit of a wounded bear
    - C. the daring exploration of the Mammoth Caves
  2. Preparations for the volunteer's descent were simple because
    - A. equipment could not be taken underground
    - B. Wallace preferred to rely on human strength
    - C. pot-holing equipment had not been invented
  3. One danger Wallace faced during his descent was
    - A. poisonous gases
    - B. an underground stream
    - C. a fault in the working of the winding machinery
  4. Wallace began to ascend because
    - A. the rope was too short to reach the bottom
    - B. he was interested in a tunnel higher up
    - C. the oil in the lamps was almost used up
  5. Wallace's most thoughtless action in paragraph 7 was
    - A. swinging to and fro
    - B. unlooping his rope
    - C. letting his rope go
  6. He was saved from his first dangerous situation by
    - A. the quick thinking of the men above
    - B. his own skill and daring
    - C. his own great strength
  7. Wallace faced his greatest peril when
    - A. the cross-beam and rope began to wear through
    - B. a landslide blocked his way
    - C. continued friction caused both the cross-beam and rope to burn
  8. This perilous situation probably developed because Wallace
    - A. tried to explore the second tunnel
    - B. decided to descend again
    - C. was a heavy man
  9. The second step taken in Wallace's rescue was
    - A. emptying water over the rope and beam
    - B. finding a water-bottle in a haversack
    - C. slowly pulling in the rope
  10. Evidence in the story shows Wallace to be a
    - A. calm and careful man
    - B. strong, but not an adventurous man
    - C. brave, but somewhat thoughtless man
- ### Thinking about the Words
- A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.
- Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.
1. Going into unknown areas or probing deeper into something is — (3)
  2. Those who offer to do something of their own free will have — (3)
  3. Going down is a — (4)
  4. Going up is an — (7)
  5. To lose control of oneself through fear is to — (8)
- B. Each word given below in capital letters is used in the story. The paragraph number is given.

**Directions.** Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

6. The word **MAMMOTH** (1) refers to
  - A. the size of the caves
  - B. skeletons of extinct, elephant-like animals called mammoths
  - C. the presence of rich ores
7. Something that is **GUSHING** (5) is
  - A. uttering many foolish and often insincere words
  - B. pouring forth suddenly
  - C. yielding a stream of oil
8. **FRACTION** (11) is
  - A. serious disagreement
  - B. the rubbing of one thing against another
  - C. stories of imagined events

**C.** Each sentence gives clues to a word in the story. Find and write the word.

9. Anyone who is chasing something is — it. (1)

10. Things done to make ready are —. (4)
11. To search blindly or uncertainly for something is to — for it. (8)
12. Objects that have tumbled down have —. (8)
13. When objects burn and smoke without flame, they —. (11)
14. A stout canvas bag for provisions is called a —. (12)

**D.** Words with the same or almost the same meaning are called synonyms.

**Directions.** Column I below has a list of words from the story. Choose a synonym from Column II for each of the words in Column I. Write the word.

Column I	Column II
15. probed (2)	dared
16. peril (10)	breakdown
17. generating (11)	investigated
18. charring (12)	producing
19. collapse (14)	scorching
20. ventured (15)	danger



## 9/ MARY ANNING

Helen Haywood

- 1 Most of the well-known fossil-hunters of the past have been men. But one of the earliest people to win fame as a fossil-hunter was a woman.
- 2 Mary Anning became interested in fossils during her childhood. Her father was a poor carpenter who kept a small shop. He sold sea-shells and fossils to the wealthy ladies and gentlemen who came to the seaside for their holidays. With her father, Mary often went on walks along the rocky coast near their Lyme Regis home in Dorset. The pair would stop to pick up any attractive sea-shells they saw and carefully place them in baskets.
- 3 Sometimes they found, preserved in the rocks, the remains of some plant or animal that had lived millions of years ago. Mr. Anning showed Mary exactly how to remove these fossils with her hammer and put them into her basket without

harming them. Mary, who was quick to learn, was a great help.

- 4 In 1810, when Mary was eleven, her father died. The girl resolved to carry on the shop and support the family by continuing to sell shells and fossils. She would get up early in the morning and, with her hammer and basket, set off to climb the rocks along the shore. Mary found that the best days for collecting fossils came after a storm had battered the cliffs and brought down fresh falls of rock.
- 5 One day in 1811, Mary was searching as usual along the familiar cliffs. She stumbled over a fall of rocks and, in doing so, noticed a number of large bones sticking out of the ground. Clearing away the rubble round them, she sat down and looked at her find. Here was something that she

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had never seen before, the skeleton of a great monster! Eagerly she chipped away with her hammer. Soon, however, she realized that removing such a large fossil was beyond her powers. By now Mary knew that she had made a great discovery. She set off home to hire several men to help in digging the monster out of its rocky bed.

6 News of Mary's discovery soon spread far beyond the little seaside town of Lyme Regis. Famous scientists came down from London to look at Mary's giant fossil. Giant it certainly was. It measured thirty feet from nose to tail, with a great beak-like snout full of sharp teeth, and eye-holes as big as dinner-plates. The large paddle-like arms, spread out on either side, were each made up of over a hundred bones.

7 Everyone who saw the fossil stared in surprise. It was half fish and half lizard. The skeleton was fish-shaped, yet in other ways, as scientists could see, the creature was like a lizard. For example, it was equipped to live either in or out of water.

8 For a long time the fossil-experts could not agree on a name for this giant extinct creature, which had lived when seas rolled over England, more than a hundred million years ago. After much discussion, they called it *ichthyosaurus*, or fish-lizard.

9 One fossil-expert, Baron Georges Cuvier, encouraged Mary to continue her work. He promised to buy any other fossils she might find. Though she had very little training, Mary proved to be a careful and skilful collector of fossils. In the years that followed, she found other fish-lizards.

10 Several years later Mary made another famous discovery. She found the first fossil of a plesiosaur. This big marine reptile has been described as "a turtle strung through the body by a snake". It lived about the same time as the *ichthyosaurus*.

11 Some people think that descendants of the

plesiosaur may be alive today. This is unlikely. But, if it were true, it would perhaps be the explanation of the great "sea-serpents" that some sailors claim to have seen. Today the skeleton of the plesiosaur found by Mary Anning hangs in the Fossil Reptile Gallery of the British Museum.

12 Two such lucky discoveries might be thought enough for any fossil-hunter. In 1828, however, Mary crowned her career by finding the first flying reptile in England. It was the earliest known of the pterodactyls – the bat-like dimorphodon, which once flapped its leathery way along the shores of the south coast.

13 By supplying fossils to Cuvier and other scientists, Mary Anning gave great assistance in their studies of life millions of years ago. Her work had opened the door to a strange world. It was a world where great "fish-lizards" ploughed through the waves and "sea dragons" darted round them or wallowed on surf-swept beaches, while above fluttered grotesque flying reptiles.

14 During her lifetime, Mary Anning was rewarded for her efforts. The government provided her with a grant to help her in her work. Visitors came from near and far to Lyme Regis to see the famous fossil-hunter. Among them was the King of Saxony.

15 After her death, at the age of forty-eight, she was not forgotten. A stained-glass window was placed in the church of Lyme Regis in memory of her. Her portrait was hung in the British Museum beside the plesiosaur she had found. But the most interesting memorial of her is perhaps the well-known tongue-twisting line written about Mary Anning and her trade: "She sells sea-shells by the seashore." Children in many countries have repeated these words. Yet few have realized the line was written about a woman who discovered creatures that had lain hidden in rock for millions of years.



1. Mary Anning's interest in fossils began when
  - A. she helped her father collect fossils for sale
  - B. she read about a famous woman fossil-hunter
  - C. her family moved to the English seaside
2. Her use of a hammer and basket shows that most of the fossils she found
  - A. were chipped out of rocks
  - B. were small enough to carry
  - C. Both A and B
3. The discovery described in paragraph 5 differs from Mary's earlier discoveries in
  - A. colour and location
  - B. size and importance
  - C. colour and size
4. Paragraphs 4 and 5 mainly describe
  - A. why the fossil's appearance startled scientists
  - B. when the creature had lived on earth
  - C. who encouraged Mary to continue in her work
5. The creature was named ichthyosaurus because it
  - A. was a skeleton
  - B. is extinct
  - C. was half fish and half lizard
6. The ichthyosaurus could live
  - A. only on land
  - B. only in water
  - C. both on land and in water
7. Mary's next famous discovery, the plesiosaur,
  - A. was much older than ichthyosaurus
  - B. can be described as part turtle, part snake

C. is the ancestor of sea-serpents

8. Like the fish-lizard and the sea-dragon, the flying reptile or dimorphodon
  - A. had in one body the features of two different creatures
  - B. is thought by some people to be alive today
  - C. likely spent most of its time in the water
9. The main reason why Mary's discoveries were important was that they
  - A. brought tourists to Lyme Regis
  - B. made scientists realize the value of fossils
  - C. helped scientists in their study of the past
10. Memorials of Mary Anning include
  - A. a museum display and a church window
  - B. a fossil named after her
  - C. Neither A nor B

## Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

1. Objects preserved in layers of rock or earth over long periods of time are \_\_\_\_\_. (2)
2. Shells that were pleasing to Mary were \_\_\_\_\_. (2)
3. Rough pieces that are broken off from rocks are \_\_\_\_\_. (5)
4. An animal that is no longer in existence is \_\_\_\_\_. (8)
5. Examining a subject by arguing about it is \_\_\_\_\_. (8)

B. Each word given below in capital letters is used

in the story. The paragraph number is given.

*Directions.* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

6. Anyone who has **RESOLVED** (4) something has
  - A. made New Year's resolutions
  - B. worked a question through a second time
  - C. decided
7. **DESCENDANTS** (11) are
  - A. those who may be traced back through several generations to one origin or beginning
  - B. explorers who descend into caverns
  - C. those who depend on others for support
8. A **MEMORIAL** (15) is
  - A. a statue erected by a person's descendants
  - B. something serving to remind others of a person or event
  - C. a holiday

**C** Each sentence gives clues to a word in the story. Find and write the word.

9. Anything that has been kept safe has been \_\_\_\_\_. (3)
10. Anything that is known very well is \_\_\_\_\_. (5)
11. A statement that explains or accounts for something is an \_\_\_\_\_ of it. (11)
12. Anything that has given help has given \_\_\_\_\_. (13)

**D.** Two meanings of the prefix *in* are. Meaning A: not; Meaning B: in or within.

*Directions.* Decide whether the prefix in each of the words below has Meaning A or Meaning B. Write A or B.

- |               |                   |
|---------------|-------------------|
| 13. incorrect | 17. inactive      |
| 14. infield   | 18. inhuman       |
| 15. ingrown   | 19. inland        |
| 16. insincere | 20. inexperienced |

## 10/ FAMILY CONFERENCE

L. M. Montgomery

1 "You'd better go upstairs, Emily. Your aunts and uncles are coming in here to talk over the business," said Ellen, the cook.

2 Emily got up reluctantly. How could she sleep tonight if she did not know what was going to happen to her now that her father had died, and she was all alone?

3 Her eyes fell on the oblong table in the centre of the sitting-room. Its cloth fell in heavy folds to the floor. There was a flash of black stockings across the rug, a sudden disturbance of drapery and then – silence. Emily arranged her legs comfortably and sat triumphant. She would hear what was decided and nobody would know.

4 In came her Murray relatives; down they sat round the room. Aunt Eva sighed long and heavily. Then Uncle Wallace cleared his throat and said, "Well, what is to be done with the child?"

5 Aunt Eva whined, "She's such a difficult child – so odd. I can't understand her at all."

6 "I think," said Aunt Laura timidly, "that she has what one might call an artistic temperament."

7 "She's a spoiled child," said Aunt Ruth very decidedly. "There's work ahead to straighten out her manners, if you ask me."

8 (The little listener under the table turned her head and shot a scornful glance at Aunt Ruth

through the tablecloth. "I think that your own manners have a slight curve." Emily did not dare even to murmur the words under her breath, but she shaped them with her mouth; this was a great relief and satisfaction.)

9 "I agree with you," said Aunt Eva, "and I for one do not feel equal to the task."

10 "She'll not likely live long enough to bother any one," said Aunt Elizabeth crisply. "She'll probably die of consumption same as her father did."

11 ("I won't – I won't!" exclaimed Emily – at least she *thought* it with such vim that it almost seemed that she exclaimed it.)

12 "She *is* a weedy-looking child," acknowledged Uncle Wallace.

13 (Emily relieved her outraged feelings by making a face at Uncle Wallace through the tablecloth.)

14 Uncle Wallace continued, "Some of us must give her a home. Personally, I feel that Eva's health is not equal to the care and training of a child."

15 "Of *such* a child," said Aunt Eva.

16 (Emily stuck her tongue out at Aunt Eva.)

17 "Poor little soul," said Aunt Laura gently.

18 (Something frozen in Emily's heart melted at that moment. She was pitifully pleased over being called "poor little soul" so tenderly.)

19 "I do not think you need pity her overmuch,

Laura," said Uncle Wallace decidedly. "It is evident that she has very little feeling."

20 "She feels so much that she has to hide it," said Aunt Laura.

21 Uncle Wallace snorted.

22 "Don't you think *we* might take her, Elizabeth?" Laura went on timidly.

23 Aunt Elizabeth stirred restlessly. "I don't suppose she'd be contented at New Moon, with three old people like Jimmy and you and me."

24 ("I would — I would!" thought Emily.)

25 "With wise and careful training many of her faults may be cured," said Uncle Wallace, pompously.

26 ("I don't *want* them cured!" Emily was getting angrier and angrier all the time under the table.)

27 "I doubt it," said Aunt Ruth, in a biting tone. "As for Douglas Starr, I think that it was perfectly disgraceful for him to die and leave that child without a cent."

28 "Did he do it on purpose?" asked Cousin Jimmy blandly. It was the first time he had spoken.

29 "He was a miserable failure," snapped Aunt Ruth.

30 "He wasn't — he wasn't!" screamed Emily, suddenly sticking her head out under the tablecloth, between the end legs of the table.

31 For a moment the Murphys sat as if turned to stone. Then Aunt Ruth rose, stalked to the table, and lifted the cloth, behind which Emily had retired in dismay.

32 "Get up and come out of that, Em'ly Starr!" said Aunt Ruth.

33 "Em'ly Starr" got up and came out. She was not specially frightened — she was too angry to be that.

34 "You shameless little eavesdropper!" said Aunt Ruth.

35 "Father wasn't a failure!" cried Emily, choking with anger. "You had no right to call him a

failure. Nobody who was loved as much as he was could be a failure."

36 "Do you realize what a shameful thing you've been guilty of?" demanded Aunt Ruth, cold with anger.

37 "I wanted to hear what was going to become of me," cried Emily. "I didn't know it was such a dreadful thing to do."

38 "Listeners never hear any good of themselves," said Aunt Elizabeth impressively. "Your mother would *never* have done that, Emily."

39 The bravado all went out of poor Emily. She felt guilty and miserable — oh, so miserable. She hadn't known — but it seemed she had committed a terrible sin.

40 "Go upstairs," said Aunt Ruth.

41 Emily went to her room in a state of bitter humiliation. For a moment she thought she would throw herself on her bed and cry. Then her eyes fell on the old yellow account-book on her table. A minute later Emily was curled up on her bed, Turk-fashion, writing eagerly. She forgot the Murphys although she was writing about them — she forgot her humiliation — although she was describing what had happened.

42 In the writing, pain and humiliation passed away. She only felt tired and rather happy. It *had* been fun, finding words to fit Uncle Wallace, and what exquisite satisfaction it had been to describe Aunt Ruth as "a dumpy little woman".

43 "I wonder what my uncles and aunts would say if they knew what I *really* think of them," she murmured as she got into bed.



1. From clues in the story, we can conclude that
  - A. Ellen was Emily's mother
  - B. Emily had an older brother
  - C. both of Emily's parents were dead
2. The "family conference" was a meeting to decide
  - A. whether Emily could take care of herself
  - B. what type of child Emily was
  - C. who would take care of Emily
3. The uninvited member of the conference was
  - A. Ellen, who appeared with refreshments
  - B. Emily, who hid under the table
  - C. Aunt Eva, who felt well enough to attend
4. The author showed how the relatives felt by
  - A. telling what they looked like
  - B. reporting what they said
  - C. showing where they sat
5. Most of the aunts and uncles felt
  - A. unfriendly towards Emily
  - B. timid about expressing their views
  - C. anxious about Emily's happiness and welfare
6. Emily showed her feelings by
  - A. drawing rude pictures of her relatives
  - B. making silent replies to their remarks
  - C. kicking at the table legs
7. Emily voiced her anger when Aunt Ruth said Emily's
  - A. father was a failure
  - B. faults might be cured
  - C. health was poor
8. Aunt Ruth scolded Emily for
  - A. losing her temper
  - B. listening in on the family conference
  - C. interrupting when someone else was speaking
9. Emily's feelings of guilt and misery disappeared as soon as she
  - A. threw herself on her bed and cried
  - B. wrote a letter apologizing for her behaviour
  - C. wrote rude descriptions of her relatives
10. Likely, the author's opinion of Emily Starr was that she was
  - A. sensitive and imaginative
  - B. as rude and unfeeling as her relatives said
  - C. perfect in every way

## Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

1. Anyone who has succeeded or triumphed in some way is — (3)
2. People connected through parents, family, or marriage are — (4)
3. Anyone who listens secretly to a conversation is an — (34)

B. Each word given below in capital letters is used in the story. The paragraph number is given. *Directions.* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. A person who acts **RELUCTANTLY** (2) acts
  - A. with noisy disobedience
  - B. willingly
  - C. unwillingly
5. A person's **TEMPERAMENT** (6) is
  - A. his bad temper
  - B. his special nature, shown in his behaviour and his feelings
  - C. the ability to control his behaviour
6. **HUMILIATION** (41) is a state of
  - A. moisture in the atmosphere
  - B. shame or lowered self respect
  - C. humbleness or meekness

C. Each sentence gives clues to a word. Find and write the word.

7. A four-sided shape with the ends shorter than the sides is an — shape. (3)
8. Anything that eases pain or brings satisfaction for some hurt is a —. (8)
9. Anyone who acts or speaks with an air of self-importance is acting —. (25)
10. An air of boldness is —. (39)

D. A syllable is a word or part of a word with a vowel sound, alone or with consonants.

*Directions.* Find in each sentence the word with the greatest number of syllables. (Do not choose the name of any character in the story.) Write the word. Check with the list below and then mark the syllables.

11. Seating herself in comfort under the table, Emily felt triumphant.
12. Without their knowledge, she would hear what her relatives said about her future.
13. But eavesdroppers rarely hear themselves praised.
14. Aunt Laura defended Emily a little by saying she had an artistic temperament.
15. Emily found some satisfaction in answering

each scornful or unkind remark by making a face.

16. But her angry feelings exploded when Aunt Ruth called Douglas Starr a miserable failure.
17. Emily's bravado faded when Aunt Elizabeth said that Emily's mother would never have eavesdropped.
18. Emily felt as if she had committed a sin.
19. In a state of bitter humiliation, she went upstairs to her room.
20. But she found relief and pleasure in writing descriptions of her aunts and uncles.

---

*Two words in the list are not needed.*

ac knowl edged	mis er a ble
bra va do	rel a tives
com mit ted	re luc tant ly
de scrip tions	sat is fac tion
eaves drop pers	tem per a ment
hu mil i a tion	tri um phant

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## 11/ SHIPS UPSIDE-DOWN IN THE SKY

Thomas R. Henry

- 1 Where in our world can you see ships sailing upside-down in the clouds and the sun rising in the west? Or double and triple sunrises and sunsets? These and other startling mirages can be seen in Antarctica, a land of mystery, where Nature plays practical jokes. In this vast southern continent, explorers have found the skies to be like a giant mirror reflecting scenes that lie far beyond the horizon.
- 2 Ships with smoke pouring from their funnels have been seen floating among icebergs, when there was no open water for many miles. Mountain landscapes have loomed on the horizon, seeming to be a few hours distant, when in fact they could be reached only after days of sailing.
- 3 In 1912, the survivors of Captain Scott's Antarctic expedition waited anxiously for the return of their ship. Day after day they scanned the northern horizon with field-glasses. One member of the group reported what he saw.
- 4 "About noon on January 17, I was sweeping the north with the glasses, when suddenly the masts of a ship came into view towering unnaturally high above the skyline. I could scarcely believe my eyes. Then I saw what I was looking at was a mirage. The real ship was hull-down below the horizon about thirty miles away and only the masts were visible. Above them a mirage of the entire vessel appeared upside-down. And over this first reflection there was a second mirage of the ship upright. It was the masts of this upper image that I had seen first."
- 5 One of the more remarkable Antarctic mirages was seen by several members of a British expedition in 1914. The incident is described by the leader, Sir Ernest Shackleton, in his diary.
- 6 "One of our sailors was on a high part of the ship watching for signs of land to the westward and he reported an interesting phenomenon. The sun set in a glow of colours on a line of clouds

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just above the horizon. A moment later he saw a golden glow, which expanded as he watched it. Then the sun appeared again and rose clear above the western horizon. He called to a shipmate standing on the ice ninety feet below and his shipmate also saw the reborn sun. A quarter of an hour later they both watched the sun set a second time."

7 Even more remarkable were the phenomena of false sunrises and false sunsets reported by Shackleton.

8 "The sun had set and the long Antarctic night was beginning. We did not expect to see the sun again for ninety days. Then, after eight days, it rose again, the light-rays having been bent or reflected by a warm layer of air. We watched the sun go down and come up again and set several times until we got tired of it."

9 In 1947, officers on a Navy ship in Antarctic waters saw the sun rise in the west a few moments after sunset. Then, for about two hours, they sailed through an avenue of clear air bounded on either side by great fog-banks. Suddenly the fog cleared and the sky was streaked with four rainbows, which hung like huge ribbons from the top of the sky to the horizon. A few moments later there was a double rainbow lower in the sky.

10 Scientists have an explanation for these strange sights. The mirages, they say, are caused by air layers of different temperatures and thicknesses. About half a mile above the Antarctic sea or ice, the air suddenly becomes ten degrees warmer. The layer of warm air acts like a mirror, bending light-rays and creating the mirages.

11 Great deserts also have their mirages. Tales are told about thirst-crazed travellers who have seen phantom lakes and palm-shaded oases in the hot sands. But mirages in the polar regions are found on a grander scale than in the deserts.

12 Antarctic mirages have caused disputes

between explorers. An explorer named Wilkes described a coastline of high mountains west of the Ross Sea. He gave the exact position of this coastline on the map. Years later, Captain Scott sailed across the site of the mountains. He found nothing but deep water. The landscape Wilkes had described was many miles distant.

13 Similar illusions have been seen in the Arctic. In 1906, Admiral Robert Peary reported a large mass of land north of Ellesmere Island. It was not until twenty-five years later that his discovery was proved a myth.

14 Today a polar explorer knows that a mirage can enable him to see land and ice-fields far beyond his normal vision. He knows that the scenery in the sky-mirror above him is not a fantasy. It actually exists somewhere: in the general direction in which it appears, and usually fewer than fifty miles away. And so the mirage, which has caused much confusion in the past, can prove a friend to the modern explorer.



1. The strange sights seen in the Antarctic sky are
    - A. products of the explorers' imaginations
    - B. reflections of far-away scenes
    - C. practical jokes of sailors
  2. Examples of mirages include scenes of
    - A. upside-down ships, and sunrises in the east
    - B. giant mirrors, and ships among icebergs
    - C. ships among icebergs, and mountain landscapes
  3. The mirage reported by a survivor of Scott's 1912 expedition proved that
    - A. a ship was approaching
    - B. two ships were approaching
    - C. their ship had been wrecked
  4. In Shackleton's first mirage account, he reports a
    - A. phenomenon seen by all his party
    - B. false sunrise and sunset
    - C. sunset that lasted for 90 days
  5. Shackleton's second account is even more remarkable because the sun repeatedly
    - A. formed four huge rainbows in the sky
    - B. rose and set after 8 days of darkness
    - C. rose at midnight
  6. The mirage account in paragraph 9 is the only one that
    - A. remains a mystery
    - B. tells of the sighting of rainbows
    - C. mentions the year in which the mirage was seen
  7. A mirage is created because of
    - A. air layers of different thicknesses and temperatures
    - B. the action of warm air on light-rays
    - C. Both A and B
  8. Paragraph 11 shows that mirages can be seen
    - A. during foggy weather
    - B. in deserts as well as in polar regions
    - C. only in cold climates
  9. The story mentions that Wilkes and Peary were both
    - A. deceived by mirages
    - B. honoured for discoveries
    - C. confused by the maps they were using
  10. Today's explorer is aided by a mirage for it provides
    - A. light during the long polar night
    - B. clues to the distance and direction of real objects
    - C. warmth in cold regions
- ### Thinking about the Words
- A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.
- Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.
1. Anything that is giving back an image or picture of something is — it. (1)
  2. Anything that is causing something to exist is — it. (10)
  3. A state in which mistakes are made or things are confused is a state of —. (14)
- B. Each word given below in capital letters is used in the story. The paragraph number is given.
- Directions.* Look back at the paragraph to see how

the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

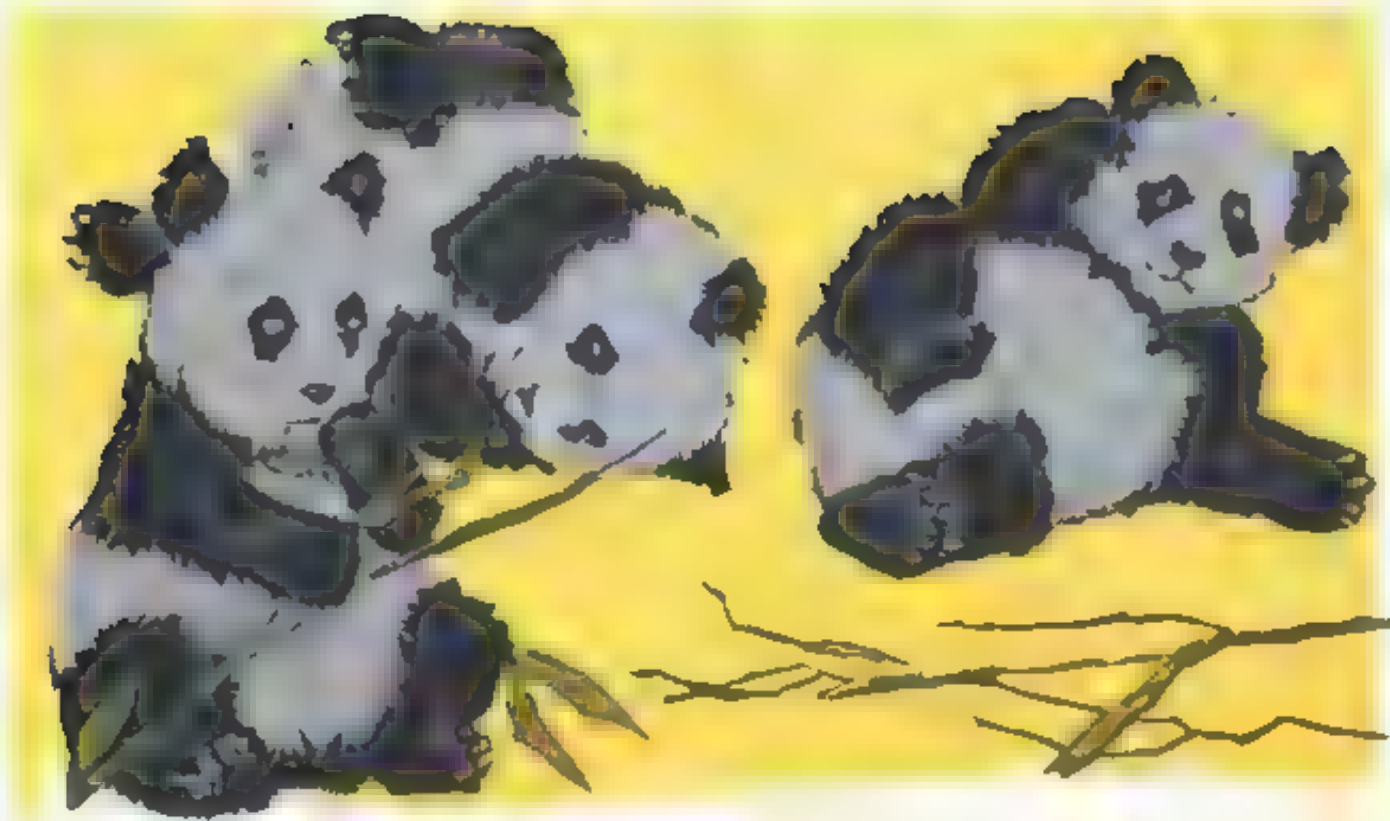
4. A DIARY (5) is
  - A. a personal record with daily entries
  - B. the records kept by a cattle-owner
  - C. a description consisting of diagrams
5. A PHENOMENON (6) is
  - A. a phase of the moon
  - B. some fancy existing only in one's mind
  - C. a striking event visible in the natural world
6. PHENOMENA (7) is the word used for
  - A. the plural of *phenomenon*
  - B. scientists who study remarkable events
  - C. fantasies rather than real things

C. Each sentence gives clues to a word. Find and write the word.

7. Sky-pictures reflecting distant objects or scenery are \_\_\_\_ (1)
8. The line at which earth and sky seem to meet is the \_\_\_\_ (1)
9. Arguments or angry discussions are \_\_\_\_ (12)
10. Things that may mislead or trick one's senses are \_\_\_\_ (13)

D. The prefix *in*, meaning "not", is used before many words, for example, *incorrect*. However, if the word begins with the letters *b*, *m*, or *p*, the prefix *im* is used, as in *impossible*. If the word begins with *r*, the prefix *ir* is used. And if the word begins with *l*, the prefix *il* is used, as in *illegible*. *Directions.* Decide whether *in*, *im*, *ir*, or *il* should be used before each of the words. Then write the newly formed word.

- |             |             |
|-------------|-------------|
| 11. active  | 16. logical |
| 12. legal   | 17. regular |
| 13. viable  | 18. perfect |
| 14. proper  | 19. direct  |
| 15. movable | 20. formal  |



## 12/ AN HEIR FOR THE GIANT PANDA

Lyn Harrington

- 1 Only the workers in the panda house knew about the wonderful baby. The parents couldn't talk. The staff at the Peking Zoo wouldn't talk. The new baby was the first giant panda ever born in captivity.
- 2 Ming-ming ("brightness") was very tiny, weighing only a few ounces when he was born on September 8, 1963. He looked like a black-and-white toy bear with a stub of a tail. He had a black nose, black eye-patches, black legs and saddle. The rest of his fur was snowy white.
- 3 The staff at the zoo knew that people would want to crowd around the baby panda's pen. They feared that the noise and excitement – and perhaps germs – might harm the newcomer. Pandas are very hard to find and just as hard to raise. So they kept the secret for three months, until they were sure Ming-ming would live.
- 4 When the announcement was made, people hurried to the zoo to see the wonderful baby. He was now twenty-five inches long and weighed eleven pounds. Full-grown, he would weigh 350 pounds, like his father. Ming-ming didn't understand his popularity with visitors. Every move he made delighted his observers. They laughed when he ate porridge from a tin bowl. They smiled when he climbed a tree stump in his pen. They loved it when he suddenly fell asleep.
- 5 No one told Ming-ming that he was the heir of the giant pandas. He didn't know that his family had been given different names: White, Bamboo, Harlequin, and Snow Bear.

- 6 Neither did Ming-ming know anything of his family history. He came of an ancient tribe that once roamed over a wide area of China and Burma, though they were never numerous. Chinese annals of very early times told of the *pei-hsiung* (pronounced *bay-shoong*), the white bear marked with black. Their rare pelts were paid as taxes. Then, for centuries, the records did not mention the *pei-hsiung*. Chinese scholars decided that it must have been a mistake. They thought the ancient records really meant the polar bear.
- 7 Imagine the surprise when, in 1869, a French priest sighted a black-and-white bear in western China. Hunters brought him two animals they had killed. A third animal, a live cub, did not survive long. All three pelts went to museums.
- 8 Nearly half a century went by before another giant panda was observed. Trophy-hunters, zoologists, and museum directors everywhere were excited. Some climbed the steep mountains, and seven of the rare animals were captured. Then, in 1936, tremendous excitement greeted the arrival of Su lin, captured alive by an American named Ruth Harkness. Two years later, she captured another giant panda, and Floyd Smith captured four young ones. He toured the United States with them before selling them to zoos.
- 9 The Chinese government began to fear that soon no giant pandas would be left. The government passed a law to protect them, but did not enforce it very strictly. Another half-dozen went to foreign zoos. Shortly afterwards, China was at war, and no one had time to worry about pandas. Many scientists believed that the giant panda had become extinct.
- 10 A famous German naturalist, Herbert Wendt, wrote sadly: "The race of the black-and-white bamboo bear is facing its end. The day seems not far off when the white bear will exist only in museums and textbooks, in the tax rolls of the ancient Chinese, and as a children's toy."
- 11 But Chinese scientists knew there were more giant pandas up in the mountains of western China near Tibet. The pandas lived in dense bamboo forest, six to twelve thousand feet above sea level. They fed on bamboo shoots, roots, and tender young plants.
- 12 Four giant pandas were taken to Peking in 1955. But the new zoo did not have a place ready. They were offered to foreign zoos at a very high price. At \$25,000 each, they were the most expensive zoo-animals in the world. One went to London, and one to Moscow. The other two stayed in Peking.
- 13 The Chinese scientists hastily designed a home suitable for them. "In natural surroundings, giant pandas sleep by day and feed at night. They eat only vegetation, so we must plant bamboos for them. They are sensitive to both heat and cold; so let us build them air-conditioned quarters."
- 14 All this was done, and the pandas seemed content. They grew accustomed to the lower altitude of Peking, and to its hot summers and cold winters. They learned to eat different foods. They became used to crowds of people gazing at them. Through the years, nineteen more giant pandas were brought to Peking, most of them for distribution to other Chinese zoos.
- 15 In the hundred years since the French priest saw the first giant panda in modern times, only forty-six have been discovered. No wonder that scientists everywhere were delighted to hear of Ming-ming's birth. No one had believed that the giant panda would breed in captivity, especially not in a zoo with an untrained staff. Two years later, Ming-ming's little sister was born, proving that Ming-ming's birth was not just a lucky accident. It seemed likely that the giant pandas would never lack an heir.



1. Ming-ming was an important giant panda because he was
    - A. an unusually tiny baby
    - B. the only giant panda in Peking Zoo
    - C. the first baby born to captive giant pandas
  2. His birth was kept secret for three months because the zoo staff
    - A. felt visitors might be harmful to his health
    - B. needed time to decide what to do with him
    - C. feared the government would take him
  3. The topic of paragraph 4 is the
    - A. size of baby pandas
    - B. habits of baby pandas
    - C. people's delight at Ming-ming's public appearance
  4. The earliest Chinese records of Ming-ming's family history called giant pandas
    - A. Bamboo Bears
    - B. *pei-hsiung*
    - C. polar bears
  5. In modern times the first person to see a giant panda was
    - A. an American woman
    - B. a French priest
    - C. a Chinese museum director
  6. A law protecting giant pandas was passed after
    - A. several were captured in the first half of this century
    - B. China entered World War II in 1941
    - C. Herbert Wendt stated they would soon be extinct
  7. Chinese scientists working in western China
    - A. discovered giant pandas living on the plains
    - B. proved Herbert Wendt's statement was false
    - C. refused to let giant pandas be exported
  8. The pandas captured by the scientists might not have survived if
    - A. a suitable home had not been designed for them
    - B. the climate of Peking had not been similar to that of Tibet
    - C. nineteen other pandas had not joined them
  9. The author does *not* state that the giant panda
    - A. weighs 350 pounds when fully grown
    - B. can be bred in captivity
    - C. sometimes eats fish and small animals
  10. With the birth of Ming-ming's sister, scientists began to believe that giant pandas
    - A. do not always have small babies
    - B. were not suitable zoo animals
    - C. will never become extinct
- ### Thinking about the Words
- A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.
- Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.
1. A state in which someone is kept within a certain area is \_\_\_\_ (1)
  2. A public statement or notice is an \_\_\_\_ (4)
  3. The state of being liked by many people is \_\_\_\_ (4)
- B. Each word given below in capital letters is used in the story. The paragraph number is given.
- Directions.* Look back at the paragraph to see how

the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. The Chinese ANNALS (6) were
  - A. annual plants, living for only one season
  - B. collections of myths and legends
  - C. historical records, kept year by year
5. ZOOLOGISTS (8) are people who
  - A. specialize in the study of animals
  - B. build zoos
  - C. specialize in the study of plants
6. Anything that is EXTINCT (9) is no longer
  - A. burning
  - B. erupting
  - C. existing

C. Each sentence gives clues to a word. Find and write the word.

7. Those who watch or observe something are \_\_\_\_ (4)
8. Those who have special knowledge in some branch of science are \_\_\_\_ (9)
9. An opposite of *artificial* (produced by human art or skill) is \_\_\_\_ (produced by nature). (13)
10. The act of distributing or sending out is \_\_\_\_ (14)

D. A suffix is an ending that changes both the meaning of a word and the way in which it is used.

*Directions.* Find in the sentence a word that has one of the suffixes listed. Write the word and underline the suffix

Example: captivity

11. ion ity ment / Ming-ming was the first giant panda born in captivity.
12. ion ity ment / The staff at the Peking Zoo feared popular excitement about his birth
13. ion ity ment / When the announcement was finally made, people hurried to the zoo.
14. ion ity ment / His popularity with the crowds made little difference to Ming-ming.
15. ar er or / No scholar had believed the ancient annals telling of his family.
16. ar er or / But in 1872 an observer reported sighting the black-and-white bear
17. er ist or / Every zoologist was excited.
18. er ist or / Every director of a zoological museum wanted to add a panda to his specimens.
19. er ist or / A noted German naturalist feared the giant pandas would become extinct.
20. ion ity ment / But Chinese scientists, with government support, have saved them from this unhappy fate.

## 13/ THE EVIL MOUNTAIN

Ted Nichols

1 For centuries, the jungle Indians in the densely forested Guana Hills of Venezuela lived in fear of the great mountain that overshadowed them. They called the stony giant in their midst Auyan Tepui – the Devil's Mountain. It was said that anyone who dared to challenge its rocky, sunbaked face would be swallowed by the evil lurking there.

2 A few men had attempted to ignore the native legend. Most of these men were white adventurers in search of gold. None survived the perils of Auyan Tepui. They vanished never to be seen again.

3 In the summer of 1935, the buzz of a single-engined airplane turned the heads of the Indians. It touched down in a clearing. They were astonished to see a lone young pilot. He jumped out, smiling in greeting. James Angel, called Jungle Jim, was a bush pilot and soldier of fortune. He was the latest to come in search of the "river of gold" that was said to burst from Auyan Tepui's walls. He had chosen this part of the jungle in

which to carve a runway and set up base camp. It was only 150 miles from what he expected would be his goal. He had the added advantage of obtaining the help of the peaceful Indians.

4 To the friendly but puzzled Indians, it was unbelievable that anyone should risk offending the Devil's Mountain for the sake of worthless "yellow iron". But Jungle Jim only smiled at their warnings about the evil spirits that lay in wait beyond Auyan Tepui.

5 The Indians told him that at certain times, with a changing wind, their mountain roared with anger. At others it whispered threateningly. To Jim, this meant merely that the thunderstorms that brewed round the Devil's Mountain were the source of the Indians' superstitions.

6 He set men to work helping him cut an airstrip through the jungle. Soon all was ready. Jungle Jim took off, and flew round the walls of Auyan Tepui. He was hopefully scanning them for signs of the treasure he had long dreamt about. What Jim Angel did not realize was that he was on the

threshold of a great discovery. Instead of gold, he was to find one of the natural wonders of the world.

7 The sheer beauty of this unexplored country amazed him. The rugged wilderness was studded with breath-taking, flat topped mountains. They reared thousands of feet out of the emerald jungle. They were split by plunging streams that glittered like silver in the sunlight.

8 It was not long before he came upon the place that was to lead him to his great discovery. He swung his little Flamingo plane round in the wind, and nosed her through the entrance to the most wonderful chasm he had ever set eyes on. It was not marked on his map. No man before him had penetrated so far into the uncharted heart of Venezuela.

9 He eased the joystick forward and glided down to take a closer look. He became spellbound by the strange wonderland he had found. For a while he almost forgot his quest for the fabled yellow seams that would mean gold.

10 From high in one of the mountain walls, a stream spurted and plunged to the jungle below. From his tiny cockpit, Jim could see an even higher cleft farther on. From it another stream gushed to the floor of the chasm . . . then another . . . then four side by side. And more beyond, right and left. After that he lost count. This gallery of waterfalls continued for miles.

11 Finally, as he rounded a point, Jim came upon the most impressive cascade of them all. It was an upright river. It plummeted out of the clouds above him, its roar drowning out the round of his engine. "So this," Jim muttered to himself, "is what the Indians hear roaring and whispering – whichever way the wind is!" It was the supreme waterfall, the place he later named Angel Falls. He craned his head and saw that the white column vanished in a mass of foam as it crashed into the valley far below.

12 So fascinated was he that he drifted dangerously close to the jungle floor. He made a rough calculation of the fall's width, estimating it to be no less than five hundred feet. Then he climbed again. He spiralled gently upwards, trying to calculate the fall's height. It seemed to him to be almost a mile high!

13 For nearly two hours he wove patterns in the sky as he explored the falls. He was later to describe them as the most beautiful sight on earth. But the long flying-time was fast draining Jim Angel's fuel-tank. So he was forced to leave his wonderland and turn back to base camp.

14 In 1949, fourteen years after Jim Angel's memorable flight, a group of explorers followed in his path. They confirmed his discovery of the falls, which have gone on record as the highest known to man. The greatest of them all is 3,212 feet high – twenty times the height of Niagara.



1. Before 1935, Indian warnings about Auyan Tepui
    - A. were shown to be false
    - B. were heeded by everyone
    - C. seemed to be true
  2. Like other explorers of the Devil's Mountain, James Angel came in search of
    - A. adventure
    - B. beauty
    - C. wealth
  3. One way the Indians showed their friendliness to him was by
    - A. helping him make an airstrip
    - B. naming their mountain after him
    - C. telling him where he could mine gold
  4. The description of the unexplored country Jim saw from the air includes details about
    - A. mountains and clouds
    - B. mountains and streams
    - C. seams and jungle
  5. The course that led Jim to his great discovery **was**
    - A. an unmapped entrance between mountains
    - B. a river leading into an uncharted jungle
    - C. a route marked on a map prepared by earlier explorers
  6. The reason Jim felt spellbound by the view is best explained by the phrase
    - A. "fabled yellow seams"
    - B. "the mountain walls"
    - C. "gallery of waterfalls"
  7. He was most fascinated by the
    - A. second waterfall he saw
    - B. cascade that looked like an upright river
    - C. clouds above him
  8. The waterfall was named Angel Falls because
    - A. Angel was the last name of its discoverer
    - B. the white spray looked like angels' wings
    - C. Indians need no longer fear Auyan Tepui
  9. The story does *not* tell why
    - A. Jim Angel had to leave the falls
    - B. Indians had heard roars and whispers coming from the mountain
    - C. earlier explorers had not returned from Devil's Mountain
  10. That Angel Falls is the highest known to man is
    - A. an opinion held only by Jim Angel
    - B. a fact confirmed by later explorers
    - C. a tale believed only by Indians in Venezuela
- Thinking about the Words**
- A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.
- Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.
1. A story long believed by many people but of uncertain truth is a \_\_\_\_ (2)
  2. A wild region without any human population is a \_\_\_\_ (7)
  3. Anyone who is spellbound or deeply interested is \_\_\_\_ (12)
- B. Each word given below in capital letters is used in the story. The paragraph number is given.
- Directions.* Look back at the paragraph to see how

the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. SUPERSTITIONS (5) are
  - A. upper layers or strata of stone
  - B. fears caused by fancies rather than facts
  - C. those who supervise others
5. A CALCULATION (12) is
  - A. an amount or measurement in figures
  - B. the machine used in computing
  - C. a method of banking
6. Anything MEMORABLE (14) is
  - A. a stone plaque on a grave
  - B. worth remembering
  - C. meant to remind others of an event

C Each sentence gives clues to a word in the story. Find and write the word.

7. To pay no attention to something is to \_\_\_\_ it. (2)
8. The cause or origin of something is its \_\_\_\_\_. (5)
9. A deep cleft or gash in rock is a \_\_\_\_\_. (8)
10. Anyone who has given evidence that proves a statement has \_\_\_\_ it. (14)

D. Words that have the same or almost the same meanings are called *synonyms*. Words that have opposite meanings are called *antonyms*.

Below are listed words from the story, synonyms for these words, and antonyms for most of them.

WORDS	SYNONYMS	ANTONYMS
densely (1)	rough	appeared
attempted (2)	disappeared	level
vanished (2)	thickly	pleasing
offending (4)	sparkled	thinly
rugged (7)	tried	
glittered (7)	insulting	

Directions. From the lists choose and write:

11. a synonym for *densely*
12. an antonym for *densely*
13. a synonym for *attempted*
14. a synonym for *vanished*
15. an antonym for *vanished*
16. a synonym for *rugged*
17. an antonym for *rugged*
18. a synonym for *glittered*
19. a synonym for *offending*
20. an antonym for *offending*

## 14/ DETECTIVE BARNEY

Harvey O'Higgins

- 1 "We've picked up some more telegrams," said Babbing.
- 2 "Got their code yet?" asked Corcoran.
- 3 "No. If we had that, we'd have everything. The names are easy to figure out. But that's as far as we can get." The two detectives stood beside a table in the hotel room. A boy who stood behind them was listening eagerly as they conversed.
- 4 "'Kacaderm', for instance," continued Babbing, "that's Murdock, one of the men they've been stealing from. They take the consonants *m-r-d-c-k*, reverse them, and fill in vowels. But they do that only with the proper names. The only way I can see is to send Barney into Room 818 to catch our man writing a cipher message. I'm going to repeat the telegram he got last night. 'Thunder command wind kacaderm.' He hasn't answered it yet."
- 5 Babbing turned to the boy. "Young man," he said, "there's a man in the next room - registered as Marshall Cooper. You'll give him a telegram. Watch him. See what he does to make the cipher out. You may have a chance to see how he makes up the answer. Try to see how he does it." Babbing held out a suit of clothes. "Go into the bathroom and change into this."
- 6 As Barney put on the black uniform of a hotel bell-boy, his mind was busy, repeating his instruc-

tions. He certainly didn't want to make any mistakes. He had just been hired as office boy and assistant to the famous detective Walter Babbing. It was a position to thrill any boy.

- 7 When Barney reappeared, Babbing gave more instructions. "When you deliver the telegram, say, 'I was to be sure you got this, this time. It's a repeat.' Step inside, so that he can't shut the door on you. Here's the telegram."
- 8 Barney waited nervously outside Room 818 after he had knocked. A tall man opened the door and asked, "Well?"
- 9 "A telegram for Mr. Cooper," Barney said steadily. "They tol' me to see that he got it, this time. It's a repeat."
- 10 Cooper fumbled over the telegram. "Why, I got this last night."
- 11 "Maybe you didn't answer it," Barney suggested.
- 12 Cooper turned and shuffled to his desk. He took a small book from a drawer and turned the pages. The code book.
- 13 "If you want to send an answer," Barney said boldly, moving towards him, "I could take it."
- 14 Cooper did not reply. He was consulting the book carefully, with his pencil point on the page. He looked for something on one page, compared it with one word of the message, and then returned

to find another page in the book. "No, that's all right," he said finally. "Wait a minute." Barney understood that he was to have a tip. Cooper shuffled off to the bathroom. Barney darted to the desk and crammed the little book into his pocket. When Cooper returned, the be -boy was standing near the door looking up at a picture. He took the time and thanked the man stiffly

15 He was so excited when he burst in upon the detectives that Corcoran stood up. "What's the matter?"

16 "I go-got it," Barney stammered. "His book."

17 Corcoran snatched the volume from his hand. Then, in disgust, he exclaimed, "You've swiped the man's dictionary!"

18 Babbing looked at it and then at Barney. "Why did you bring this?"

19 Trying to defend himself, Barney told him what he had seen.

20 "You've put us in an awkward position," said Babbing. "Corcoran, get on watch out there. If you hear anything, come back for the boy. Take him to Cooper and tell him you're the house detective - that you caught the boy with this book and he confessed he'd stolen it from 818. That should hold him quiet till we can get time to turn round."

21 As Corcoran left, Babbing was writing on the back of an envelope. "Thunder command wind kacaderm." Then he turned to the word *thunder* in the dictionary. His eyes widened at the word *through* on the same page. In the margin beside it was a light pencil-mark. On the envelope, under *thunder*, he wrote *through*. He used the dictionary in the same way for the other two words. Then he reversed the words of his translation and wrote: "Murdock will come through." He nodded at Barney. "Go and get Corcoran."

22 When the two returned, Babbing said, "I've got his method. Jim, phone the office to get papers and an officer up here, at once, for our friend

next door." Babbing sat down at his desk, and began copying out cipher telegrams, and writing words between the lines as he translated them from the dictionary. After a few minutes, he said to Barney, "Get that uniform off. I'm going next door to get a statement from Mr. Cooper." He had taken a small automatic from his hip pocket and put it into the side pocket of his coat. "Young man, don't make the mistake again of doing more than you're told. You've forced our hand."

23 "Yes, sir," said Barney meekly. But as soon as the door was closed, he was dancing with delight. He saw himself as the hero of the occasion. He had solved the mystery! He had discovered the code! Suddenly, Barney heard a gunshot in the hall. Quickly he finished dressing.

24 Babbing rushed in. "Get out of here, boy. Hurry." He was at the telephone. "Give me the house detective. Hello. Dohn?" Unwillingly, Barney started for the door. He heard Babbing say, "Get up here as quick as you can with a doctor. That Chicago swindler in 818 has shot himself. Hurry up!"

25 Barney slammed the door and fled down the hall, frightened. But even in his horror there was joy at his success on his first assignment. "I'm a detective!" he crooned softly to himself. "I'm a detective! I'm a detective!"



1. The detectives were seeking proof that Cooper and his gang were
    - A. stealing from people
    - B. printing credit cards
    - C. robbing local hotels
  2. The case would be solved when Babbing and Corcoran discovered
    - A. who was sending coded telegrams to Cooper
    - B. how to send coded telegrams
    - C. how to read the coded telegrams
  3. Young Barney was sent to Cooper's hotel room because
    - A. he was clever at breaking ciphers
    - B. Cooper might not be suspicious of a bell-boy
    - C. Cooper knew Babbing and Corcoran
  4. If all went according to Babbing's plan, Barney would
    - A. return with information about the code
    - B. discover where the money was hidden
    - C. collect evidence about Cooper's background
  5. Barney went beyond Babbing's instructions when he
    - A. failed to watch Cooper carefully
    - B. stole the code book from Cooper
    - C. accepted money from Cooper
  6. Barney's action upset the detectives because it
    - A. forced them to act sooner than they intended to
    - B. brought the hotel detective to their room
    - C. gave them no help in solving the case
  7. The coded telegram made sense as soon as Babbing had
    - A. found all the marked words in the dictionary
    - B. written down each marked word
    - C. reversed the order of the words he'd written
  8. Other telegrams Babbing translated gave him
    - A. details of a future crime
    - B. enough evidence to arrest Cooper
    - C. the real names of all the criminals
  9. Cooper likely shot himself as soon as
    - A. Barney left Cooper's room
    - B. Babbing arrived to arrest him
    - C. the house detective arrived
  10. As he left the hotel room, Barney felt
    - A. shocked that Cooper had shot himself
    - B. proud of his part in solving the case
    - C. Both A and B
- ### Thinking about the Words
- A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.
- Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.
1. An arrangement by which messages are kept secret is a code or — (4)
  2. Orders or directions about one's actions are — (6)
  3. Changing words from one language or form of expression to another is a — (21)
  4. A way of doing something is a — (22)
  5. A special event or time is an — (23)
- B. Each word given below in capital letters is used in the story. The paragraph number is given.

**Directions.** Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

6. To REVERSE (4) is to
  - A. express a poem in a different way
  - B. move a car backwards
  - C. turn the other way
7. Anyone who is REGISTERED (5) is
  - A. entered by name in a hotel's record of guests
  - B. listed as a student at a particular school
  - C. on a voters' list
8. Anyone who is CONSULTING (14) anything is
  - A. angering it by insults
  - B. taking good care of it
  - C. using it to inform himself

**C.** Each sentence gives clues to a word. Find and write the word.

9. Those who have talked together have \_\_\_\_\_.  
(3)
10. A state of strong displeasure is \_\_\_\_\_. (17)
11. Anyone who has owned up to doing something has \_\_\_\_\_. (20)
12. A gun that keeps firing until the trigger is released is an \_\_\_\_\_. (22)
13. Anyone who cheats or gets something by fraud is a \_\_\_\_\_. (24)
14. A person who has run away has \_\_\_\_\_. (25)
15. One who has sung or hummed in a low tone has \_\_\_\_\_. (25)

**D.** The prefix *pre* means "before" or "beforehand". Examples are:

prearrange	prejudge
premedical	prehistoric
preheat	

**Directions.** From the examples above, choose a word that fits the meaning given below. Write the word. Underline the prefix.

16. heat before using
17. arrange beforehand
18. before recorded history
19. judge beforehand
20. preparing for the study of medicine



## 15/ THE LOOSE LEADER

Robert Davis

1 On an October afternoon, Sandy Mackay and his Indian friend Beaver found the Old Racer and his beautiful white dog, Ne-Nu-Ka. Hungry and tired from travelling, the old man had taken shelter in a makeshift lean-to on the banks of the Athabasca River. The teen-aged boys shared their food with him, and did what they could to make him comfortable. They promised to return.

2 They were well rewarded for their kindness. Daily the boys brought the Old Racer food for the body, and he repaid them with food for the imagination and the mind. By the hour, their friend talked to them – of Ne-Nu-Ka, of her famous mate, the Phantom, and of the exciting life of a dog-owner and dog-sled racer. The boys sat before the lean-to, breathless, trying to remember every

word. For the man who knew dogs had precious knowledge. The sled-dog was man's best friend in the north country. He hauled as much as a man could haul, but he hauled it sixty miles a day instead of fifteen.

3 One day, when Sandy and Beaver brought the usual basket of food, they found the dog fifty feet from the lean-to, whining softly to herself. Inside the shelter, the old man did not stir. He had died as he had wished – in the bush, with only his dog as companion. Evidently he had known that the end was coming, for at his side, held by a stone, was a message for the boys. "I leave you Ne-Nu-Ka. It is a great gift. Save all her puppies. Phantom is their father. The runt of the litter, keep him too."

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- 4 It was midwinter when Ne-Nu-Ka had her puppies. Four were entirely white, two had black heads and necks; one was yellow, black, and white; and then there was the runt, the midget of the family. He was coal-black save for a white star on his chest, and a quivering pink nose. The boys remembered what the Old Racer had written about taking good care of the runt. They called the little one Quicksilver. He was the first to bark. None of the other puppies bothered to look up at the footsteps of strangers. But Quicksilver would brace himself on his wobbly legs and yip-yip his defiance.
- 5 That same winter Sandy and Beaver decided that they would go into business when spring came. They knew that there was a need for good dog-teams in their area – to carry freight and passengers and to bring medical aid to the sick and injured. Sandy and Beaver hoped to develop a string of teams for hire.
- 6 Summer found them working hard – preparing equipment, buying new animals for their string, and training their dogs. Every day, they would hitch Ne-Nu-Ka, some of her pups, and some of the new dogs to a light stone-boat. Never a day went by without the dogs being put through their paces. And no one but Beaver or Sandy ever addressed a command to them. Those were their two iron-clad rules, learned from the Old Racer.
- 7 With each untrained dog they progressed through four steps. First, they got the animal used to the feel of harness. Second, they attached the animal in a fan hitch between two steady, fully trained dogs. In this position, the beginner soon learned to do as the veterans did. Third, the boys hitched the student in a pair, with an old dog as partner. Fourth, they moved the beginner around to various positions in the team to make him familiar with the idea of *pulling forward*, no matter who his companion was or what his station.
- 8 On the sidelines sat Quicksilver, watching and sniffing through his ridiculous nose as if he knew what it was all about. He had been exposed to the education of several relays of workers. Considered too small to work, the runt was treated only as a pet, and spent most of his time with people.
- 9 As they worked with the dogs, the boys began to realize that Ne-Nu-Ka must soon be retired. But who would take her place as leader? They had five possible successors, but each somehow lacked the spark of the true leader. Sandy kept trying them out, in turn.
- 10 One morning, he was trying out Kolma as leader. When the team departed, Sandy forgot to shut Quicksilver in as he usually did. The team had gone about three miles when up bounced the playboy, Quicksilver! He skipped lightly alongside his friends, and then began to run beside Kolma who, being leader, had no partner.
- 11 They were on a part of the trail known as the Pig's Tail, because it was narrow and twisty. Sandy kept shouting commands. Quicksilver not only obeyed, but pushed Kolma in the right direction. Then, leaving his place at the front, he began running up and down the line, stirring up the slow ones, pretending to nip their heels if they weren't pulling hard enough.
- 12 Sandy did not believe his eyes. The dog was a foreman, bossing his gang. The truth broke upon Sandy gradually. The Old Racer had known that the runts of the Phantom-Ne-Nu-Ka litters were small of body but strong of mind. Sandy was watching the work of a loose leader, one of the fabulous dogs of which tales are told around campfires, in igloos, and in wigwams. He was watching the dog in a hundred thousand practising his profession – guiding the team while he himself ran loose. Within a week the midget had defeated all five rivals for the position of leader. The runt had come into his own!



1. The author's main purpose was to tell how
    - A. a trainer and racer of dogs spent his life
    - B. two boys began a dog-team business
    - C. a runt became leader of a dog-team
  2. Sandy and Beaver listened eagerly to the Old Racer mainly because they
    - A. realized his knowledge was valuable
    - B. hoped he would give them his dog Ne-Nu-Ka
    - C. liked to hear exciting stories of dog-racing
  3. A sled-dog was a man's best friend in the north country because he could
    - A. keep a man company
    - B. haul more than a man could haul
    - C. haul a load faster than a man could
  4. In his last message the Old Racer told the boys
    - A. that he was dying
    - B. what gift he was leaving them
    - C. that he would return
  5. From paragraph 4 we can conclude that
    - A. Ne-Nu-Ka had five puppies in midwinter
    - B. the runt of her litter was alert and quick
    - C. Quicksilver was her only all-white puppy
  6. Sandy and Beaver's decision to go into business shows that they probably
    - A. lived in an area where there were few highways and railways
    - B. did not mind hard work
    - C. Both A and B
  7. Before they put a new dog in a fan hitch with two fully trained dogs, the boys
    - A. hitched the new dog with one trained dog
    - B. accustomed the new dog to harness
    - C. moved the new dog to various positions
  8. During the training of the other dogs, Quicksilver
    - A. learned by watching
    - B. paid no attention
    - C. often ran about barking and whining
  9. Quicksilver's chance to act as loose leader came about because Sandy was
    - A. kind
    - B. angry
    - C. forgetful
  10. Sandy was surprised at Quicksilver's ability because
    - A. few dogs can lead while running loose
    - B. loose leaders are usually very large dogs
    - C. Quicksilver had always seemed stupid before
- ### Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

  1. Those who have moved forward towards some goal or purpose have — (7)
  2. Those who succeed or follow others in a particular position are — (9)
  3. Anything famous in tales or fables is (12)

B. Each word given below in capital letters is used in the story. The paragraph number is given.

*Directions.* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. Anything **MAKESHIFT** (1) is
  - A. making a move to another place
  - B. built solidly of strong materials
  - C. used for a time in place of the proper thing
5. **VETERANS** (7) are
  - A. old soldiers
  - B. very experienced
  - C. animal doctors
6. A **PROFESSION** (12) is
  - A. one who teaches in a university
  - B. an admission of guilt
  - C. work requiring training or education

C. Each sentence gives clues to a word in the story. Find and write the word.

7. Anything for which there is evidence or proof is clearly or — true. (3)
8. Challenging or standing up against someone is — (4)
9. Anything that is laughable or very funny is — (8)
10. Anything that happens by degrees or stages happens — (12)

D. A syllable is a word or part of a word with the sound of a vowel, alone or with consonants.

**Directions.** For each sentence, find and write the word with the greatest number of syllables. Check with the list below and then mark the syllables.

11. Sandy and Beaver were well rewarded for their kindness in making the Old Racer comfortable.
12. He repaid them by adding to their knowledge and feeding their imagination.
13. Evidently he foresaw his death, for he left a message giving them his white dog, Ne-Nu-Ka.
14. When her puppies arrived, the boys followed the Old Racer's instructions to keep them all.
15. The runt of the litter was the first of the puppies to bark and yip defiance at strangers.
16. Summer found the boys working hard at

- developing dog-teams for a freight service.
17. On the sideones sat the runt Quicksilver, sniffing through his ridiculous nose.
18. He had been exposed to the education of several relays of workers.
19. The boys' search for a successor to Ne-Nu-Ka ended one morning when the truth about the runt gradually broke upon Sandy
20. The dog was a loose leader, one of the fabulous dogs told of around campfires, in igloos, and in wigwams.

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*Two words in the list are not needed.*

com fort'a'ble	fab'u lous
de fi'ance	grad u al ly
de vel op ing	i mag i na tion
de,vel op,ment	in struc tions
ed,u ca tion	pro'fes sion al
ev i dent ly	ri dic u,lous

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## 16/ THE FASTEST GAME ON TWO FEET

1 Long before the white man came to North America, Indians played a game called baggat-away. It was played with a wooden stick bent at the top. Thongs of skin were stretched across the top to form a pocket just big enough to hold a ball. The stick was made of light hickory or some other hardwood not easily broken. The ball was deerskin stuffed with hair, or merely a wooden knot cut out of a tree.

2 To the early French settlers, the stick resembled a bishop's staff, or *crosse*, and they called the game *la crosse*. Later, in English, it became lacrosse.

3 In the Indian game there were few common rules. The shape of the stick, the size of the ball, the size of the goals, the number of players — all depended on local custom. Custom also set the length of the game; in some localities, games lasted from two to three days. Fields varied too: their lengths might be a few hundred feet or more than half a mile. The only generally accepted rule was that picking up or catching the ball with the hand was not allowed.

4 The game seems to have been popular among all the Indian tribes. Tribe played against tribe, or village against village. As many as a thousand took part in some lacrosse skirmishes. Players often suffered from broken bones; sometimes, a player

was killed. These tribal contests were more a test of endurance than a game. In spite of all the rough play, the Indians held no grudges when the contests ended.

5 One lacrosse game has a place in North American history. In 1763 Pontiac, a chief who had united the western Indians against the British, tried to capture Fort Detroit and Fort Michilimackinac. At Detroit, the British were warned and held off the attack. At Michilimackinac a number of officers and soldiers accepted an invitation to watch a lacrosse game. The British garrison mingled with Indian spectators outside the open gates of the fort. Suddenly the ball was tossed near the gates. The players rushed after it. They dropped their sticks, seized weapons hidden under the women's blankets, and dashed into the fort. Almost all the garrison were massacred.

6 For more than a century, before the coming of hockey, lacrosse was truly Canada's national game. It was played by both English- and French-speaking Canadians, and by the Indians who had invented it. During the latter part of the nineteenth century, and even up to the early 1930s, the game attracted large crowds. It is increasing its popularity today.

7 Lacrosse became known abroad about a century ago, and is still played in England, Australia, and

the United States. In 1867 eighteen Canadian Indians played exhibition games in England and made the English interested in the game. Leagues were organized for both men and women. After a Canadian had introduced the game to Australia in 1874, it became an organized sport there. In 1868, a club at Troy, New York, pioneered the sport in the United States. Today, about twenty-two thousand American students are lacrosse-players.

8 In the early days of lacrosse, play was often rough and injuries frequent. Today, strict rules make injuries in lacrosse fewer than in other body-contact sports like rugby, football, and hockey. Modern lacrosse rules prohibit tripping, fighting, pushing, holding, slashing with the stick, or touching the ball with the hands. Earlier players wore as little clothing as possible; now players wear helmets, face-masks, shoulder-pads, kidney-pads, and knee-pads. All of these changes in rules and equipment have increased rather than lessened the excitement of the game. Action is faster, and players are more skilful.

9 Modern lacrosse is of two types—field lacrosse and box lacrosse. Field lacrosse is the older form of the game. The field, 110 yards long and 60 yards wide, allows scope for running, passing, and fast play. The team is made up of ten players, including the goal-tender.

10 Box lacrosse is played in indoor arenas or outdoor boxes fenced in by boards. The box is between 160 and 200 feet long and 60 and 90 feet wide. Because hockey rinks can be used for the game during the summer, box lacrosse is becoming more popular in Canada. Only six players are used on a box lacrosse team.

11 A modern lacrosse game lasts sixty minutes. Since the pace is very fast, the game is played in four periods of fifteen minutes each. The hard

lacrosse ball is made of solid rubber. The size of the stick depends on the type of lacrosse: sticks used in field lacrosse are longer than in box lacrosse. The goalkeeper's stick in both kinds of lacrosse has a larger pocket. Pockets are laced with gut and leather.

12 Lacrosse is a demanding game for every player. On offence or defence, the player's physical size is less important than skilful stick-handling and speed in moving and in thinking. The goalkeeper, however, is the key player on the team. Even more than in hockey, his skill can make the difference between a game won or lost. He does more than stop shots on goal; unlike a goalkeeper in hockey, he often takes part in the defence and sets up attacking plays.

13 Too few people know what a fast and exciting game lacrosse can be. For either spectator or player, there are few dull moments. It has been truly said that lacrosse is "the fastest game on two feet."



1. The Indian game baggataway used equipment
    - A. imported by French traders
    - B. designed by English settlers
    - C. hand-made by Indian craftsmen
  2. When the English called the game lacrosse, they were
    - A. adapting the French name
    - B. translating the Indian name into English
    - C. using a word from their own language
  3. Baggataway rules were decided by
    - A. the captains of each team
    - B. the customs of each local area
    - C. a general council of Indian chiefs
  4. In the historic lacrosse game at Fort Michilimackinac, which happened second?
    - A. The Indians tossed the ball towards the fort.
    - B. The British opened the fort gates to watch the game.
    - C. The Indians armed themselves and ran through the gates into the fort.
  5. Besides Canada, two other countries where lacrosse is played are
    - A. Austria and the United States
    - B. England and Sweden
    - C. Australia and England
  6. The author's purpose in paragraph 8 was to
    - A. compare lacrosse with other sports
    - B. prove that lacrosse is not as dangerous as is often thought
    - C. show how lacrosse spread to other countries
  7. Box lacrosse and field lacrosse are different because in box lacrosse
    - A. the playing area is larger
    - B. there are fewer players on a team
    - C. Both A and B
  8. Lacrosse and baggataway are alike because in both games
    - A. players cannot touch the ball
    - B. the ball is made of deerskin
    - C. a match lasts sixty minutes
  9. A lacrosse-player's most important qualities are
    - A. size and strength
    - B. speed and skill
    - C. courage and self-control
  10. This selection mainly discusses
    - A. how the game of lacrosse developed
    - B. why hockey replaced lacrosse as Canada's national game
    - C. when lacrosse came to be known as the "fastest game on two feet"
- Thinking about the Words**
- A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.
- Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.
1. The ability to put up with physical hardship is \_\_\_\_ (4)
  2. A force of soldiers stationed in a fort is called a \_\_\_\_ (5)
  3. To forbid or rule against something is to \_\_\_\_ it. (8)
  4. A game where every player must be able to

move and think quickly is a — game. (12)

**B.** Each word given below in capital letters is used in the story. The paragraph number is given. *Directions.* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

5. GRUDGES (4) are

- A. people who work hard
- B. feelings of dislike or ill will, usually caused by some injury
- C. discouragement in face of difficulties

6. Anything PHYSICAL (12) is connected with

- A. a study of science
- B. medicine or the medical profession
- C. the body rather than the mind

**C.** Each sentence gives clues to a word. Find and write the word.

7. Anything that has had a likeness to something has — it. (2)

8. Minor fights or contests are —. (4)

9. Those who are onlookers rather than players are —. (5)

10. Those who have killed people in large numbers have — them. (5)

11. A period of one hundred years is a —. (6)

12. Offence, the act of attacking, is the opposite of —, the act of defending. (12)

**D.** Two words, *foot* and *prints*, may be joined together to make one word, *footprints*. The word *footprints* is called a compound word. Sometimes there is a hyphen between the parts of a compound word.

*Directions.* The paragraph number and one part of a compound word are given below. Locate the word in the story. Write the word.

13. —wood (1)

14. deer— (1)

15. contact (8)

16. face— (8)

17. kidney— (8)

18. knee— (8)

19. stick— (12)

20. —keeper (12)

## 17/ BEHIND THE SCENES

1 When you watch a television program, the actors and actresses are the only people you see. You never see the people who work behind the scenes. Their performance can be just as important as any you see on the screen.

2 The producer is in charge of preparing the program. He plans the show, chooses the actors and actresses, and sees that everyone does his work well. The staging director works with the cast. Artists and builders prepare the "sets" — the built-up scenes that look like a room, a street, or whatever setting is needed for the program. Property men gather the furniture, dishes, and other "props" to be used on the sets. Engineers and electricians handle the lights and microphones.

3 These people all work hard to get everything ready on time. Then begins the task of televising the program — producing and sending out the electromagnetic waves that are picked up by your television set. An important part of this task is done by the team of television cameramen.

4 At the head of the team is the camera director. He plans the pictures to be taken. Then he gives every cameraman a "camera-script", which tells him which pictures — "shots" — he is to take in each scene, and which position his camera must be in for each shot.

5 There are three common types of shots. The

first type is taken by a camera that is mounted on a stationary stand. Though neither the camera nor the stand moves, the cameraman can take "long shots", "medium shots", or "close-ups" just by changing the lens of his camera. He may, for example, take a long shot that includes a stage, a band, and a singer. Then he may follow it with a close-up of the singer's face.

6 The second main kind of camera shot is one in which the "head", or top part, of the stand is moved. With this arrangement, the cameraman can move his camera slowly from right to left, or from left to right. This shot, called a "pan", can be used to give a view of a large scene, like a beach. The cameraman may also move the head of the stand up or down in a "tilt" shot.

7 The third type of shot is taken by a camera mounted on a moving platform or "dolly". While he is taking the shot, the cameraman may "dolly in" towards the set. This would make the viewer feel as if he were moving towards the actors. Or the cameraman may "dolly back" to give the impression that the actors are moving away.

8 When the show is put on the air, each of the three or four cameramen follows the instructions on his camera-script. He also follows last-minute instructions given to him by the director through a special telephone system.

9 During the program, the director sits in the

"control room" with a row of screens called "monitors" in front of him. Each screen shows all the pictures taken by a particular camera. A number above each monitor shows which camera's shots are appearing. Camera monitor 1 shows shots from camera 1, and so on.

10 As he looks at the numbered screens, the director chooses which picture will be transmitted. He, or an assistant following his instructions, then pushes a button and the picture is televised. The same picture also appears on a master monitor in the control room. By looking at the master monitor, the director can see the effect of his choice.

11 There are several ways of changing the picture on the master monitor. The method most often used is the "cut". By pushing a button, the director may instantly cut out one camera's shot, and bring in that of another. The viewer at home sees first one picture, and then suddenly the next one.

12 For certain effects, the director may use other methods. The "fade" is often used at the beginning or end of a program. It is done by turning a dial that controls the power of the picture. When the "fade-in" is used, the viewer at home sees a scene gradually appearing on a blank screen. When the "fade-out" is used, the picture disappears slowly, leaving a blank screen.

13 If the fade-out and the fade-in take place almost at the same time, the result is the "dissolve". The dissolve is sometimes used for astonishing effects. The picture from one camera may be a close-up of a man's face. The picture from the second camera may be a close-up of a monster's face. As the first is faded out, the second is faded in to take its place. To the viewer, it appears that the man has changed into a monster.

14 The "superimposure", like the dissolve, uses pictures from two cameras at the same time. In the superimposure, one picture appears over the

other. The first camera may be showing a set that represents a room in a house. The second camera may be showing a set that is completely black except for the figure of a ghost. If the second camera is switched on over the first, the ghost seems to appear suddenly in the room. If the second camera is switched off again, the ghost seems to disappear.

15 Though many other special effects are possible, camera directors use them only when they are necessary. Like other behind-the-scenes people, cameramen know that their task is to support the on-stage actors. The less noticeable the camera-work, the more successful it has been.



1. Behind-the-scenes people in television are  
A. more important than those seen on the screen  
B. less important than those seen on the screen  
C. as important as those seen on the screen
2. Paragraph 2 states the titles and duties of those who  
A. prepare a television program  
B. paint scenery for a television program  
C. make up the camera team
3. An important task performed by the camera director is  
A. writing the camera-script  
B. taking the pictures  
C. developing the pictures
4. With a stationary camera, the cameraman can take different shots by  
A. moving the camera to different positions  
B. changing the lens  
C. changing the camera tube
5. "Pan", "tilt", "dolly in", and "dolly back" pictures are alike because they  
A. show only outdoor scenes  
B. are taken by cameras that are moving  
C. make the actors look closer
6. Once "live" shooting starts, the camera director  
A. cannot depart from his script  
B. is out of touch with his camera team  
C. can still make last-minute changes
7. The first step in the director's work in the control room is to  
A. pick the shot he wants by pushing a button  
B. look at the row of monitor screens  
C. look at the shot on the master monitor
8. In a fast-moving western, the director would mostly change shots by means of  
A. cuts  
B. fades  
C. dissolves
9. He would most likely use both dissolves and superimposures for  
A. a newscast  
B. a hockey game  
C. a science fiction play
10. In the author's opinion, a good camera team should  
A. create hundreds of special effects  
B. support the work of the actors  
C. make the viewer aware of the camera-work

## Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

1. An effect on a person's mind or feelings is an \_\_\_\_\_ (7)
2. Anything that is transferred or passed on is \_\_\_\_\_ (10)
3. Anything that happens slowly or little by little happens \_\_\_\_\_ (12)

B. Each word given below in capital letters is used in the story. The paragraph number is given.

*Directions.* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is

closest to the meaning in the story. Write A, B, or C.

4. A DISSOLVE (13) is
  - A. making a solid disappear in a liquid
  - B. the complete disappearance of something
  - C. fading out one picture while fading in another
5. A SUPERIMPOSURE (14) is
  - A. the placing of one picture over another
  - B. a caption or title on a picture
  - C. the collecting of unjust taxes

C. Each sentence gives clues to a word. Find and write the word.

6. Women who act in a play are — . (1)
7. Directions for performing some action are — . (8)
8. Anything that happens immediately or in a moment happens — . (11)
9. The effects of fade-out or fade-in can be — . (13)
10. Anything that is likely to be noticed is — . (15)

D. As suffixes, ER and OR usually form words naming the doer of an action.

doer = one who does

actor = one who acts

separator = that which separates

divider = that which divides

Other suffixes form words naming persons specially trained in or connected with some subject

musician = one who is skilled in music

auctioneer = one who conducts auctions

zoologist = one who makes a special study of zoology

**Directions.** In each of the sentences below, a word is missing. Choose the word that fits. Write the word.

11. performers perfumers / A good television program needs a cast of skilled    .
12. producer prompter / Above all others in preparing the show is the    .
13. planer planner / He is the chief     of the show, and supervises it.
14. dictator director / The staging     works with the cast.
15. artists druggists / Builders and     prepare the sets.
16. auctioneers engineers / Mechanical details are looked after by the    .
17. electricians politicians / Other important technical workers are     and cameramen.
18. collector conductor / Changing a camera's lens can vary shots of a     with an orchestra.
19. transformers transmitters / In the control room the director decides which pictures the     will carry to the viewers.
20. spotters supporters / Without skilled     off-stage, television programs would fail.



## 18/ TUATARA, THE LIVING FOSSIL

- 1 Movies sometimes show prehistoric animals that look like giant lizards or crocodiles. These frightening monsters are usually only enlarged pictures of small, harmless creatures. One such creature is a little reptile called the tuatara.
- 2 In real life, the tuatara measures only about two feet. One-third to one-half of this length is tail. The reptile's scaly skin is brown, blending perfectly with the rocks on which it makes its home. Its jewel-like eyes, set in a deep ring of gold-coloured scales, have vertical pupils, much like those of a cat. A crest of soft white spines along its head and back gives it its name – tuatara. It was named by the Maoris, the first known inhabitants of

New Zealand. Tuatara is their word for “peaks along the back.”

- 3 It has another name too, from its beak-like upper jaw. Beak-head is really its family name, the name given to a whole group of reptiles. But all the tuatara's relatives died 135,000,000 years ago. They were lizard-like animals, five to six feet long, who lived about the same time as the dinosaurs. Their extreme cold-bloodedness may have led to their death because they could not withstand the change to a warmer climate that occurred on Earth in their time. Fossil remains of the tuatara's beak-head relatives have been found in rocks all over the world.

- 4 The tuatara, alone of its family, may have survived because somehow it made its way to New Zealand. Finding a cool climate and no enemies, it apparently flourished for centuries on North Island and South Island, the two main islands of New Zealand.
- 5 About a hundred years ago, however, the tuataras began to leave the mainland, probably because of the many cats, dogs, pigs, and weasels brought to New Zealand by European settlers. The reptiles have retreated to rocky islands off the coast of New Zealand. Today there are perhaps fifteen thousand of these living fossils left on Earth, on twenty small islands.
- 6 Scientists have gone to the islands to study the tuatara. They have discovered much about its interesting way of life. The "little dragon", as it is sometimes called, lives in an underground burrow and sleeps most of the day. Occasionally, though, it comes to the mouth of its burrow to enjoy the sun on a warm day. Though it is able to dig its own burrow, it usually shares one with a nesting seabird, commonly a petrel or shearwater. Though tuataras have been known to eat birds' eggs or chicks, the birds do not seem to mind their guests. If the burrow is a forked one, the tuatara lives in the right-hand side, and the bird in the left-hand fork. During the winter, while the bird is away, the tuatara has the burrow all to itself. Here it sleeps away the cold months, coming out only on warm days to sun itself.
- 7 The tuatara is one of the very few animals known to hibernate in the egg. The female lays about a dozen eggs, in loose soil four to five inches deep. During the summer, the baby tuatara inside develops quickly. But in the winter it grows much more slowly. After thirteen months, it has grown to a length of about four and a half inches and is ready to hatch. With the sharp "egg-breaker" on its snout, it cuts through the leathery shell, and struggles out. And there it is, facing the world with bits of egg still clinging to its grey-and-white striped skin. It will lose this baby skin as it grows. Throughout its life, in fact, it will shed its skin once or twice a year.
- 8 The young reptile grows very slowly. Twenty years may pass before it has developed enough to mate. As you might expect, the tuatara lives a long life. Scientists believe it may live a hundred years or more.
- 9 There is probably a link between the tuatara's long span of life and its easy-going way of living. It is so relaxed that often it will fall asleep in the act of chewing food. It moves slowly, except at night when it is hunting. Then it can run quickly for short distances after beetles, crickets, snails, or lizards. In general, the tuatara's body-processes are slow. It is colder-blooded and has a slower rate of breathing than any other reptile.
- 10 For all its slowness, the little dragon is not easy for scientists to find or to catch. Its keen sense of hearing warns it of danger. If it is caught, it can bite hard, and will not let go easily.
- 11 Lately, some male tuataras have been caught and sent to zoos outside New Zealand. Unfortunately, many have died there, probably because they were overfed and kept too warm. In the future, zoos may take adult pairs of tuataras. Under the right conditions, they might live and produce young, which could be raised and studied.
- 12 The only living members of the ancient beak-head family are important to scientists the world over. There is a danger, though, that the tuataras may die out as their ancestors did. Every effort is being made to protect the little dragons, especially from man, who could be their worst enemy. Under the New Zealand Wildlife Act, it is against the law even to pick one up without a special permit. With care, man may be able to keep this unique race of reptiles alive on the earth.



1. The tuatara is called a "living fossil" because it
    - A. lives among rocks off the New Zealand coast
    - B. looks like a lizard
    - C. is the only living member of its ancient reptile group
  2. In describing the tuatara's appearance, the writer mentions its
    - A. brown skin and crest of white spines
    - B. white skin and crest of brown spines
    - C. gold scales and white skin
  3. The tuatara's beak-head relatives were
    - A. warm-blooded
    - B. bigger than the tuatara
    - C. smaller than the tuatara
  4. The tuatara probably survived because
    - A. it ran faster than its enemies
    - B. it was better equipped to protect itself than its relatives were
    - C. conditions in New Zealand were ideal for its survival
  5. Today living tuataras number about
    - A. fifteen hundred
    - B. fifteen thousand
    - C. twenty thousand
  6. The most unusual fact given in paragraph 6 is that the tuatara
    - A. loves sunshine
    - B. sleeps most of the winter
    - C. shares the home of a bird
  7. One way the tuatara differs from most other cold-blooded animals is that it
    - A. hatches from an egg
    - B. hibernates in the egg
    - C. sheds its skin from time to time
  8. The tuatara's relaxed way of life results from
    - A. its cold-bloodedness and slow rate of breathing
    - B. the slow movements of the insects and animals it hunts
    - C. its keen sense of hearing
  9. Paragraph 11 suggests that tuataras
    - A. might some day breed in zoos
    - B. will no longer be exported to zoos
    - C. have no problem getting used to zoo conditions
  10. Protection of the tuatara is important because
    - A. the "little dragon" attracts tourists to New Zealand
    - B. the tuatara has no way of protecting itself
    - C. scientists learn of the past from studying the tuatara
- Thinking about the Words
- A. Context clues to the meaning of a word are clues given by other words or by details in the story.
- Directions.* Using the context clues in the first sentence, find and write the word omitted from the second.
1. All the tuatara's relatives died when Earth's climate changed in prehistoric times. Those who have continued to live or exist have \_\_\_\_\_. (4)
  2. The tuataras left the main islands for rocky islands without European settlers. Those who have withdrawn to a safer place have \_\_\_\_\_ to it. (5)

- 3 The easy-going tuatara often falls asleep while chewing food.

Anyone free of worry is —. (9)

B. Each word given below in capital letters is used in the story. The paragraph number is given.

*Directions* Look back at the paragraph to see how the word is used. Decide whether A, B, or C is closest to the meaning in the story. Write A, B, or C.

4. A CREST (2) is

- A. a design over the shield on a coat of arms, often used alone to mark family possessions
- B. the white top of a wave
- C. a natural growth along the ridge of an animal's head and back

- 5 Anything that happens OCCASIONALLY (6) happens

- A. gradually
- B. now and then
- C. often

6. Animals that HIBERNATE (7)

- A. sleep or are inactive during winter
- B. develop at a slower rate during summer
- C. die in the winter

C. Each sentence gives clues to a word. Find and write the word.

- 7. Anything that belongs to a time before recorded history is —. (1)
- 8. A cold-blooded animal that crawls or creeps is a —. (1)
- 9. The opposite of *horizontal*, on a line with the horizon, is —, up and down. (2)
- 10. Anything that has prospered or done very well has —. (4)
- 11. A hole dug in the ground by an animal for refuge or shelter is called a —. (6)
- 12. The tuatara, being the only living member of its kind, is a — creature. (12)



D. In each sentence, one word is not complete.

*Directions.* Decide whether the suffix *less* or the suffix *ful* should be used to complete the word. Write the word.

- 13. Because the tuatara does not injure man or his possessions, it is considered to be harm—.
- 14. The little creature sleeps a great deal, and spends many rest— days in its burrow.
- 15. The tuatara eats insects which are harm— to crops.
- 16. The water in the brook moves constantly as it makes its rest— way to the sea.
- 17. When the boy carried water to the cottage, he was being help—.
- 18. The rain clouds were a hope— sign that the dry weather might end.
- 19. Washed ashore by the storm, the marine animals lay help— on the beach.
- 20. When their food and water were gone, the condition of the shipwrecked sailors seemed to be hope—.

# 19/ HERALDRY OF THE COW COUNTRY


Lyn Harrington

- 1 Rounding up the cattle and branding the calves are still part of ranch life in North America. Marking cattle by burning off some of the hair with hot irons is not just a colourful detail in western movies; brands on his cattle are the only way a rancher can prove that he owns them. After all, one Black Angus cow looks just like the next, and not many people can tell one Hereford steer from another. To discourage rustling, or cattle-stealing, a rancher must burn a permanent mark on his livestock.
- 2 No one knows just when branding began. We do know that long ago the Chinese marked the animals they tamed. Paintings in tombs show that the ancient Egyptians branded long-horned cattle. Greeks and Romans put brands on their human slaves as well as their livestock.
- 3 Centuries ago, the kings of England burned their mark, the Broad Arrow, on animals and fine trees to show that these belonged to the Crown. Other kings and nobles marked their possessions, too, with their own symbols. In tournaments or in battle, a knight could always be recognized by the markings on his shield or banner. These markings – a red lion, or perhaps a golden unicorn – were known as heraldic symbols. Once a family chose a symbol, no one else could use it; this was a rule of heraldry.
- 4 Few people in those times could read, but most were able to recognize the heraldic symbols of the nobles. These symbols were later listed in books on heraldry that are still in use today. Modern examples of heraldry can be seen on school crests and on the coats of arms of cities and provinces. Our Canadian coat of arms contains heraldic symbols of the Scots, English, Irish, and French who first settled here.
- 5 Cattle brands are the heraldry of ranching. The old-time brands were arbitrary symbols. This means that the ranchers chose markings to suit themselves. The brands went by many names, a practice that caused some confusion. The brand O-O, for example, may be described as the Oh Bar Oh, the Dumb-bell, the Bit, or the Spectacles.
- 6 The arbitrary symbols included wheels, circles, and boxes; there were also running, walking, and flying letters, tumbling or lazy numbers, and connected or reversed figures. Like the cowboys of the West, we can learn to read these ranchers' marks. A letter or number lying on its side is called lazy. How would you describe this brand  ? O over Lazy H, of course! The Walking O is simply an O with two legs: . The Ship Wheel is similar, with two more spokes on top. A letter or number leaning to one side may be

called Tilting, Tumbling, or Toppling. Letters or numbers joined together are said to be connected

- 7 Using arbitrary symbols did not end cattle-stealing. Cowboys sitting around the campfire at night used to brag about how easily they could change the old-time brands by burning extra marks on the cattle. The letter C branded on a steer, for example, could be changed to look like an O. An unbranded steer, known as a maverick, could be marked with the brand of anyone who found it.
- 8 The old-time symbols are still in use today. It will be a long time before such peculiar names as fiddle-backs, frying-pans, pig-pens, diamonds, and wine-glasses disappear from the records of stockyards and ranches in the West.
- 9 Because of the variety of brands and their peculiar names, they are often difficult to record in the brand books of provinces and states in the West. These books list all the brands and the ranches that use them; every brand must be registered and included in a brand book. In this way, markings are not repeated or copied.
- 10 Because the old brands use confusing names and symbols, a system is now used for all new brands. Most of today's brands are made up of two letters and a symbol. H B Bar, for instance, is shown as HB with a line, or bar, under the letters. The Quarter-circle H B has a curved line above the letters.
- 11 The brand books are especially useful to the brand-readers who are employed at stockyards. When the cattle are herded into the stockyards before being shipped aboard trains and ships, the readers check the brands to make sure that no stolen cattle are in the herd. A count is also taken for each brand. The reader's job would be impossible without the brand books. No reader could remember all the marks used by ranchers.
- 12 Sometimes the brand on an animal is quite plain and the reader has no difficulty in identifying it. In the winter, however, the light is poor and the animal's hair is thick; the reader may have to clip the hair with barber's shears to see the brand. Brands made with acid are especially difficult to read.
- 13 The shields and banners carried by knights long ago were marked with family symbols that could be read by all, even the unlettered. Today, the brands chosen by ranchers can be read by cowboys on the range. The brand books used by readers in the stockyards are the records of the new heraldry of the West.



1. Brands on cattle are necessary because they
  - A. provide proof of ownership
  - B. tell the age of an animal
  - C. distinguish different breeds of cattle
2. Long ago the Chinese and Egyptians, like the Greeks and Romans,
  - A. branded their animals
  - B. painted their tombs
  - C. put brands on their slaves
3. Some people also marked symbols on their
  - A. trees and plots of land
  - B. shields and banners
  - C. wives and children
4. Heraldic symbols are still used today
  - A. by people who cannot read
  - B. by soldiers on their way to war
  - C. on coats of arms and school crests
5. The rancher's symbol  would be called
  - A. Lazy R Bar S
  - B. Tumbling R Bar S
  - C. Walking R Bar S
6. The brands used by ranchers in the past
  - A. always accomplished the purpose for which they were intended
  - B. could be disguised by the addition of extra marks
  - C. could easily be removed from mavericks
7. Today the registration of brands prevents the
  - A. use of the same brand by more than one cattle-owner
  - B. use of confusing old-time symbols
  - C. stealing of livestock
8. The topic discussed in paragraphs 11 and 12 is
  - A. heraldry of the cow country
  - B. the duties of brand-readers
  - C. modern brands
9. A clue in paragraph 12 indicates that
  - A. brands can be made in more than one way
  - B. ranchers sell their cattle at stockyards
  - C. most companies put brand names on their products
10. The author's main purpose in this story was to
  - A. list ways in which cattle brands are like heraldic symbols
  - B. describe the work of ranchers and farmers in western Canada
  - C. discuss the history and use of cattle brands

## Thinking about the Words

A. Each sentence below explains a word in the story. The word itself is missing but the number of the paragraph is given.

*Directions.* Read each sentence and look back at the paragraph to find the missing word. Write the word.

1. Contests between two groups of knights on horseback were called \_\_\_\_ (3)
2. Symbols or markings having to do with a coat of arms are called \_\_\_\_ symbols. (3)
3. Emblems, usually of cloth, worn by students or other groups are called \_\_\_\_ (4)

B. Each sentence gives clues to a word in the story. Find and write the word.

4. Anything based entirely on a person's own wishes is said to be \_\_\_\_ (5)
5. An animal not marked with its owner's brand is called a \_\_\_\_ (7)
6. A number of different kinds make a \_\_\_\_ (9)

- 7 People who are not able to read and write are sometimes called — (13)

C. Words with the same or almost the same meaning are called synonyms.

*Directions.* In Column I is a list of words from the story. Choose a synonym from Column II for each of the words in Column I. Write the word.

Column I	Column II
8. rustling (1)	boast
9. permanent (1)	strange
10. connected (6)	recognizing
11. brag (7)	cattle-stealing
12. peculiar (9)	chiefly
13. registered (9)	lasting
14. especially (11)	recorded
15. identifying (12)	joined

D. Two meanings of the suffix *ous* are:

Meaning A: full of; having much

Meaning B: like.

For example, meaning A fits the word *famous*, and meaning B fits the word *thunderous*.

*Directions.* For each of the words below, decide whether meaning A or meaning B fits. Write A or B.

16. joyous
17. furious
18. cavernous
19. glorious
20. dangerous

## 20/ SIR KAY AND SIR GAWAIN

retold by John Hampden

1 While King Arthur and many of his bravest knights were on pilgrimage to the Holy Land they came into Tuscany. They had ridden for many days through mountains and marshes and weary wastes, where neither food nor shelter was to be found, until they had nothing left to eat, and men and horses were faint with hunger.

2 One evening they halted on the edge of a forest, and while the pavilions were being set up, King Arthur with a few of his knights rode to the brow of a hill. As they reached it the sun burst through the clouds, shining brilliantly on a city in the valley. It was a walled city, set with turrets and pinnacles, and the main gate was defended by a castle that looked strong enough to stand any siege.

3 King Arthur said: "Let us send a messenger to the lord of that city, asking his permission to buy food there."

4 "If you will send me on that errand, my lord," said Sir Kay the Seneschal, "I will soon bring you back an answer."

5 "Go, then," replied the King, "act wisely, and may God be with you."

6 Sir Kay urged his weary horse to make the best speed it could, and soon he reached the castle. The gate was wide open, but there was no one in sight. Dismounting, he tethered his horse to a tree and strode through the gateway into the hall, his

steel shoes ringing on the flagstones. Still there was no one to be seen. He stopped short. Not a sound. He looked about him. It was a lofty hall. The walls were hung with richly woven tapestries. The canopy over the dais was adorned with pictures of famous knights, their names beautifully engraved in letters of bright gold.

7 Sir Kay crossed the hall, thinking that it was fine enough for a king's audience-chamber, and looked through a doorway beside the dais. There he saw a charcoal fire burning on the hearth, and a dwarf busy turning a long spit on which many small birds were roasting. The sight was too much for Sir Kay. He ran to the spit, flung the dwarf aside, snatched one of the birds, and began to eat it. The dwarf lay where he had fallen, howling with pain and anger. A door was flung open, and the baron who was lord of that castle strode into the room.

8 "What are you doing?" he cried, glaring at Sir Kay. "You keep your armour bright but your manners are a disgrace to knighthood. How dare you come in here and eat-treat my man? You shall pay for this."

9 Sir Kay flung what was left of the roast pigeon into the fire and confronted the baron.

10 "Not a penny!" he roared.

11 Next moment he was lying flat on his back on the stone floor. The baron had dealt him such a

blow with his bare fist that for a few minutes he lay there helpless, half stunned and altogether astounded. Then he got slowly to his feet, while the baron and the dwarf watched him, and staggered away without another word.

12 He found his horse at the gate. He climbed heavily into the saddle and rode back to the King.

13 "Sire," he said, "we must go hungry. The lord of that place sends you only a scornful refusal. You will get nothing more from him."

14 Sir Gawain considered Kay's scowling face and then he said quietly, "Sire, your men are faint with hunger, as you know. Could not another messenger be sent, to ask help humbly and courteously?"

15 King Arthur looked from one knight to the other and answered: "You shall go yourself, Gawain."

16 So Sir Gawain rode down the hill and came to the open gate of the castle. There he tethered his horse as Sir Kay had done, and went quietly into the hall, doffing his helmet in the doorway.

17 The baron was there, with many of his knights and ladies about him, dressed in elegant bright silks and velvets. Sir Gawain thought that he had never seen a more princely gathering or a more beautiful hall.

18 The baron came forward to meet him and they bowed to each other.

19 "Sir," said Gawain, "my noble lord King Arthur gives you courteous greeting by me. He is on a pilgrimage to the Holy Land with a small company of his knights. We are encamped on the hill above your fair city, and my lord the King asks your gracious permission to send his stewards into the city to buy provisions, which we sorely need."

20 The baron stood silent for a moment, looking keenly at the knight. Then he said. "I cannot agree to your buying provisions."

21 Sir Gawain bowed. "As you wish, my Lord," he

answered courteously, and he was about to turn sadly away when the baron smiled at him and spoke again.

22 "But if your noble King, and you, Sir Knight, and all your company will grace my castle with your presence, I shall be honoured to receive you as my guests."

23 There was a murmur of approval from the others. Sir Gawain knelt on one knee for a moment. Then he rose quickly.

24 "My lord," he said, "it is we who will be honoured, greatly honoured. With your leave I will carry your message to the King at once. He will come quickly himself to thank you."

25 Then Sir Gawain rode to King Arthur, who rejoiced with all his knights at the good news. Very soon they were all riding down the hill. The baron came out on foot to greet them, the King dismounted, and they embraced each other.

26 That night the baron gave a great feast, with dancing and minstrelsy, at which even Sir Kay was happy. For four days King Arthur and the Knights of the Round Table rested and refreshed themselves, and on the fifth they rode away to continue their pilgrimage, the baron and all his court wishing them Godspeed.



1. This story teaches the importance of
    - A. going on a pilgrimage
    - B. being humble and courteous
    - C. listening while others are speaking
  2. When they made camp in Tuscany, King Arthur and his knights had no food because
    - A. their supplies had been stolen
    - B. pilgrims to the Holy Land never carried supplies
    - C. they had been riding through the wilderness
  3. Sir Kay was sent to a nearby city to
    - A. request permission to buy food
    - B. buy food directly from the ruler
    - C. see if anyone would give them food
  4. A strange fact about the city's castle was that
    - A. its gate was open and no one was in sight
    - B. it was decorated with expensive tapestries
    - C. the flagstone floor echoed Sir Kay's footsteps
  5. After crossing the beautiful hall, which did Sir Kay do second?
    - A. He approached a hearth where a fire burned.
    - B. He began to eat a roasted bird.
    - C. He threw a dwarf to the floor.
  6. The baron punished Sir Kay for his rudeness by
    - A. scolding him and knocking him down
    - B. refusing the request he brought from King Arthur
    - C. throwing him into the castle dungeon
  7. One reason Sir Gawain suggested sending a second messenger was that
    - A. he had a good friend at the castle
    - B. the men were still hungry
    - C. Neither A nor B
  8. Unlike Sir Kay, Sir Gawain
    - A. wore well-polished armour
    - B. tied his horse outside the castle
    - C. spoke courteously to the baron
  9. Sir Gawain did not know his mission had succeeded until the baron
    - A. came to meet him
    - B. spoke to him a second time
    - C. introduced him to the knights and ladies
  10. In the end the baron gave King Arthur and his knights
    - A. much less than they deserved
    - B. much more than they had requested
    - C. the same treatment they had received everywhere else
- ### Thinking about the Words
- A. Each sentence gives clues to a word in the story. Find and write the word.
1. King Arthur's —, large tents raised on posts, were set up on the edge of a forest. (2)
  2. The king rode to the top or — of a hill to look at the countryside. (2)
  3. The city wall had many slender turrets or spires called —. (2)
  4. On the castle walls were hung —, fabrics with pictures or designs woven into them. (6)
- B. Words with the same or almost the same meaning are called synonyms.
- Directions.* Column I below has a list of words from the story. Choose a synonym from Column II for each of the words in Column I. You may check

in the paragraph if you wish. Write the word.

Column I	Column II
5. permission (3)	decorated
6. adorned (6)	polite
7. astounded (11)	food
8. courteous (19)	consent
9. provisions (19)	amazed

C. In many cases the prefix *dis* means "opposite of". For example: *mounting* and *dismounting* (6).

The prefix *dis* is often used with the following words:

trust	appear	loyal
connect	obey	continue

**Directions.** A meaning is given below for the opposite of each of the words listed above. Each of the opposites will begin with the prefix *dis*. Write the word.

10. pass from sight
11. undo or break the connection of
12. refuse to obey
13. be suspicious of
14. unfaithful; not loyal
15. stop doing something

D. Some of the words below start with the prefix *un*, meaning "not". Other words start with the same first letters, but these letters are *not* a prefix.

**Directions.** For each of the words below, where *un* means "not", write the word **PREFIX**. Where the first two letters are part of the word, write **NO PREFIX**.

16. unworn
17. united
18. universe
19. unanswered
20. untasted

**DUE DATE**

COPY-1



COPY-6





